

**MANITOBA SCHOOL**

*Journal*



VOLUME XIII  
NUMBER 4

DECEMBER, 1951  
WINNIPEG MANITOBA



# MANITOBA SCHOOL JOURNAL

VOLUME XIII

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## The Canadian Way

We, in the field of education, have a unique function in teaching the Canadian way of life. These are some of the ways in which we can accomplish this end:

WE STRENGTHEN the Canadian way of life when we provide for each pupil a healthful social environment. The school is the only agency which comes in contact with all the children of all the people.

•••

WE STRENGTHEN the Canadian way of life when we provide opportunity for the adults of our community to participate in our educational program.

•••

WE STRENGTHEN the Canadian way of life by developing individual competence by appraising each pupil, and giving him the type of educational program that will best meet his individual needs.

•••

WE STRENGTHEN the Canadian way of life through developing economic competence to assist pupils in learning how to do a part of the world's work.

•••

WE STRENGTHEN the Canadian way of life through specific training in democratic processes by active participation in school and community affairs beyond the work of the classroom. If there is no practice of democracy, there is no understanding of it.

•••

WE STRENGTHEN the Canadian way of life when we emphasize those aspects of our national heritage which have made our nation great. Indeed, we have a "goodly heritage."

•••

WE STRENGTHEN the Canadian way of life when we ourselves, through precept and example, exemplify the highest and finest qualities of true citizenship.

•••

THE THREAT to democracy, both from within and without, in these troubled times must give us pause that we may dedicate ourselves with renewed fervor to the task of instilling in our children the true meaning of the Canadian way of life.

## Contents for December

	Page
Minister's Page	2
Deputy Minister's and Chief Inspector's Page	3
Consolidation of Manitoba Regulations	4
Fact and Fancy	9
Athletics in the School Physical Education Program— <i>by Hart M. Devenney, M.A.</i>	10
Square Dancing in the Primary Grades — <i>by Mrs. Anne E. Catt</i>	11
Here and There "Of Teachers and Training"— <i>by A. M. Pratt</i>	12
What Other Schools are Doing	17
Communicable Diseases Spoil the Attendance Record	18
Departmental Bulletin	19
Horology Training for the Prairie Provinces	20
Style for Level Two— <i>by Florence A. Harris</i>	22
Supplementary Listing of 16 mm. Films	23

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# The MINISTER'S PAGE

Hon. W. C. MILLER

We would like first of all in this Christmas issue of the Journal to send a very hearty wish—  
To all the boys and girls now going to school,  
To all the students at the Normal School, the Technical Institute and the University,  
To all their parents and guardians,  
To all the trustees of our schools, and to all school officials,  
To all the teachers in all our schools and colleges, and  
To all the members of our Departmental Staff—

## A Merry Christmas and A Happy New Year

Teachers and trustees throughout the province are particularly interested in the appointment of a committee whose findings may have a very significant bearing upon the future of local government in Manitoba. This is the Provincial-Municipal Committee which has been set up to look into all phases of local administration including the relationships between the school authorities, the municipal councils and the provincial legislature.

There has been a growing realization, not only in Manitoba but generally throughout Canada, that the increasing pressure on municipal finances is bringing in its train problems that must be faced if we are to preserve the reality of local self-government in a democracy such as ours. These problems include: the best way to carry out those functions which the provincial authority considers essential for all citizens—amongst them the provision of such educational facilities as are necessary to meet the growing demand for a fuller measure of equality of opportunity for all; the best way to provide those additional facilities and services which are demanded by the citizens in their local municipalities through their local governments; the best way to strengthen the financial position of the local authorities to enable them to carry out those purposes; and, the maintenance of effectiveness and self-reliance in the local governmental councils and boards.

We who are concerned with educational administration have a particular interest in those problems as they touch very closely on our own sphere of interest. We realize that a goodly proportion of the issues involved arise directly from the widening scope of education and consequent increasing demand for additional financial support. We realize too the very great significance of effective local administration in this field. The maintenance of efficiency and self-reliance and the stimulation of initiative in our local authorities, is in no other field of public affairs of more vital importance than in our own particular sphere of responsibility—the legislative direction and the local administration of our public school system.

That is why all who are concerned with education in the province—and who is not?—will be interested to hear that amongst the activities of the committee will be:

"A thorough study of the experience of the Dauphin-Ochre larger school unit in order that the experience there may be available in considering the general question of school dis-

trict organization. It is also intended that data will be secured on other possible forms of school district organization, including the county system, the possibility of a further extension of the consolidated school system, and the possibility of creating larger administrative units for secondary schools whilst retaining the present school district organization for primary schools."

\* \* \*

There are a very great many teachers in the province, and indeed in Western Canada, who will be particularly interested in the impending retirement of Doctor

**Dean D. S. Woods** D. S. Woods, who for twenty-one years has been responsible for the direction of the Faculty of Education of the University of Manitoba. During that period most of the men and women who are now teaching in our secondary schools, together with a large number of members of the inspectorial staff, of the Faculty of the Normal School, and of the administrative staff of the Department have been encouraged in their efforts to improve their professional standing or stimulated to undertake special studies in education by the kindly influence of Dr. Woods—or "D.S." as he is known to a very great number of his friends. The Department itself has had occasion to be grateful to him for his sincere efforts to co-operate in promoting the raising of the status of the teaching profession in this province and for several special studies which have proved of great value in educational administration. Amongst these is his outstanding treatise, "Education in Manitoba," undertaken in the 'thirties, as part of the Economic Survey of Manitoba.

Dr. Woods has served this province in many capacities. He started with a Second Class Certificate as a teacher in a one-room rural school. As he taught, he improved his own standing, mainly by extra-mural work. In this way he gained recognition and promotion within his chosen profession. As an Inspector of schools, he is credited with the introduction of large-scale school field-days in rural Manitoba, the promotion of local ice-meets, and the stimulation of the musical festivals that now play such an important part in the cultural life of the province. As Director of the Summer Schools he was instrumental in introducing courses in Education specially designed to enable teachers to raise their qualifications and to increase their professional efficiency. As Dean of the Faculty of Education he can recall with pride the 500 or more students who have gained their degrees as Bachelor of Education or of Pedagogy, and approximately 60 who have subsequently acquired their Master's Degree, eight of whom have since gained their Doctorate. The great majority of these are now doing important work in the profession in various capacities, not only in Manitoba but also in other parts of Canada and in the United States.

But Dean Woods' interests have not been confined to education. He has been frequently called upon by provincial committees to act as general secretary for province-wide celebrations of a national and patriotic nature. Amongst these occasions were the Canadian Diamond Jubilee in 1927; the Manitoba Diamond Jubilee three years later; the Diamond Jubilee of King George V in 1935; the Coronation of the present King in 1937; and the Royal Visit of His Majesty King George VI and Queen Elizabeth in 1939. In all these

(Continued on page 16)

# Deputy Minister's ... and Chief Inspector's Page

By R. O. MACFARLANE, M.A., Ph.D.  
C. K. ROGERS, M.A.

The general regulations of the Department of Education have the following concerning fire precautions:

**Fire Regulations** VII-71. The Principal in a school building of more than one storey shall hold a fire drill, in which all pupils shall take part, at least once a month.

XII-91 (x). All school buildings shall have fire extinguishers of a type and number approved by the Provincial Fire Commissioner.

XII-91 (y). All school buildings shall have fire escapes and alarm signal approved by the Provincial Fire Commissioner, if the school is more than one storey in height.

The importance of these regulations cannot be overemphasized. The Cartwright School fire of two years ago broke out suddenly and quickly demolished the building and contents but the pupils were well practised in the fire drill and went quickly and safely out of the burning building with no more panic than in a routine drill. This one instance well illustrates the value of fire drills.

In a recent inspection of Dauphin schools made by an inspector from the Provincial Fire Commissioner's office, 256 pupils were out of the Smith Jackson School in 47 seconds, 435 pupils cleared from the Henderson School in 58 seconds, 341 pupils evacuated the Whitmore School in 60 seconds and 420 pupils were cleared from the MacKenzie School in 60 to 80 seconds. These schools are well prepared for an unexpected fire.

At a meeting of the Summer School Committee held on November 2, the opening date for 1952 Summer Schools was set. Registration will be held on the 2nd

**Summer Schools, 1952** of July, classes will begin on July 3. Members of the Committee thought that

teachers would want to work Saturdays and finish the four-week summer courses on the 25th of July rather than run through to the end of July. Experience of other years has indicated that a long break at the end of the summer vacation is preferred to the shorter breaks before and after summer school. Six weeks' courses will begin July 3 and end on August 8.

Gimli Summer School will offer much the same program as in 1951—music will again be included—music proved to be a headquarters in the Manitoba Technical Institute. It is hoped that we may again use the Isaac Brock for courses which cannot be accommodated comfortably in the Institute. Kindergarten II will be offered for those who have completed Kindergarten I. Kindergarten I will not be on the 1952 program, popular addition to this camp last summer. The dates for Gimli will be as above, July 3 to July 25. Credits for the Gimli course will be three units.

The Professional Summer School in Winnipeg will have Among the courses planned are Reading I-III, Reading IV-VI, Arithmetic, Science, Geography, Psychology, Visual Education, Child Development, Literature in Grades VII and VIII, Art, Music, Mental Hygiene and Vocational and Industrial Arts Courses much along the lines of last year's offering. The Kindergarten, Technical and Vocational Courses will run from

July 3 to August 8 and will carry credit of three units. The fee for these courses is \$20. Other courses at the Manitoba Technical Institute will open July 3 and close July 25. The fees will be \$5 for each of these courses and the credits will be one and one-half units each.

At Tuxedo the Short Course for Student Teachers will open on July 3 and run to August 8 on the same general plan as the other summer schools. High school students now in Grades XII or XI are eligible to apply for admission to this course. The experience of the past ten years has proven the value of this training course in which successful and skilled teachers share their experiences.

Also at Tuxedo, and for the same period, there will be classes for students from any one of the groups listed below who wish to take Grade XII subjects either to qualify for admission to Normal School or to clear conditional certificates. These courses will be open to student-teachers Grade XI or Grade XII if recommended by inspectors, Grade XI students now in one-room high schools and who find it difficult to attend a school offering Grade XII, and teachers with conditional certificates requiring completion of Grade XII subjects. It is proposed to offer Grade XII Drama and Poetry, Composition and Novel, Social Studies, Mathematics, Biology, Geography, and Arithmetic. Students will be permitted to take two of these. The fee for tuition and maintenance will be \$40.

Listed amongst the descendants of the "Pennsylvania Dutch" (a mixture of Palatinate Germans, Swiss, French Huguenot, Holland Dutch and Bohemians) are ex-President Hoover, Senators Borah and Norris, Huey Long, and Generals Pershing and Eisenhower.

\* \* \*

The mysterious jungle of the Upper Amazon is one of the still untamed regions of the world. Along 50,000 miles of river and tributary and sub-tributary, there is not a bridge, not a dam, not a power plant, not a reservoir, not a levee.

\* \* \*

Three problems confronting scientists engaged in research on the use of atomic energy for industrial purposes are: how best to control atomic fission and turn the power off and on; how best to shield workers from lethal rays; how best to convert the heat of atomic fission into other forms of energy.

\* \* \*

The concentration of solar energy is no longer essentially a technical problem—it is an economic question. Professor Felix Trombe, the director of France's Solar Laboratory, has no doubt that "solar furnaces" will soon be in common use, and the Department of the Interior of the United States is studying the possibilities of solar power.

\* \* \*

The largest oil refinery in Europe is at Fawley in Hampshire, England. Its opening marked the introduction of a new principle into the mass-scale petroleum business—that the refinery should be in the area of consumption rather than at the source.

# Consolidation of Manitoba Regulations 5/49, 1/50 and 28/51

## FOREWORD

From time to time the Lieutenant-Governor-in-Council or the Minister of Education registers regulations having to do with educational matters. These regulations are published as they are made in *The Manitoba Gazette*. Through this medium they are brought to the attention of a limited number of people. So that all teachers and trustees may have an opportunity of familiarizing themselves with the regulations we propose to publish one regulation each month in *The Manitoba School Journal*. Each regulation published will be amended and up to date on the date of publication. Amendments will also be published in *The Manitoba School Journal* as they are made and registered.

Those who wish to accumulate for themselves a complete set of the regulations may do so by saving copies of *The Manitoba School Journal* or cutting out the various amendments as they are published and mounting and binding them in a suitable folder. If the regulations are clipped from the *Journal* and bound it is suggested that every second page in the folder should be a blank page which could later contain amendments as they are made and published.

Some regulations are rather lengthy and it may be necessary to publish them in two parts, the first part one month and the second part in the subsequent month. This is the case with *Manitoba Regulation 5/49, part of which is published in the present issue*.

## GRANTS

### Combined Grants

2. To qualify for each full combined grant a school district must

- (a) have operated a school or schools for not less than two hundred days in that calendar year;
- (b) have employed a qualified teacher in receipt of a salary not less than \$120.00 per teaching month;

- (c) have received no revenue required by the Minister to be taken into account as provided in section 306 of "The Public Schools Act" in determining the Legislative Grant;
- (d) have transmitted the following returns to the Department: Returns

- (i) Teachers' Annual Returns by August 1 following the close of the school year;
- (ii) Teachers' Half-Yearly Returns within ten days after the closing of the school for the school term covered thereby;

- (iii) The Census Return for the school year as required by subsection (1) of section 20 of "The School Attendance Act" and by paragraph (l) of subsection (1) of section 179 and paragraph (g) of section 202 of "The Public Schools Act;" and
- (e) have fulfilled all such other conditions as may be required by the Minister under subsection (7) of section 306 of "The Public Schools Act;"

Provided that

- (a) schools operating less than two hundred days in a calendar year if otherwise qualified shall be paid on a pro rata basis;
- (b) where a person teaching on a limited teaching permit is employed at a salary fixed by the Minister and at a rate less than \$140.00 per teaching month, the combined grant for any term shall be reduced by an amount equal to the difference between the salary actually paid and a salary computed at \$140.00 per teaching month;

- (c) The Legislative Grant to school districts having revenues other than the General Levy and required by the Minister to be taken into account, shall be reduced by the amount of such revenue as may be specified by the Minister.

- 3. (1) The number of Combined Grants which may be earned by districts without Secondary Schools
- (2) of section 227 and subsection (2) of section 246 of "The Public Schools Act;"
- (d) "Legislative Grant" means a grant as provided by section 306 of "The Public Schools Act."

(b) the number as calculated on the following basis:

Enrollment at least 7 but under 40 = 1 Combined Grant.  
Enrollment at least 40 but under 80 = 2 Combined Grants.  
Enrollment 80 or over ..... = Divide enrollment by 30  
and add one grant if remainder is 20 or over.

(2) The number of Combined Grants which may be earned by a school district which does operate a secondary school will be:  
(a) the number of grants which may be earned for the elementary department calculated according to the above formula, together with  
(b) the number of grants which may be earned for the secondary department, which number shall be equal to the number of secondary teachers employed or a number calculated on the following basis whichever is the lesser:

Grades	Enrollment or Number of Combined Grants
IX-XI	at least 10 but under 25 ..... 1
IX-XI	at least 25 but under 50 ..... 2
IX-XI	at least 50 but under 90 ..... 3
90 or over ..... Divide enrollment by 25 and add 1 if remainder is 15 or more.	
IX or X-XII	at least 25 but under 40 ..... 2
IX or X-XII	at least 40 but under 65 ..... 3
IX or X-XII	at least 65 but under 115 ..... 4
115 or over ..... Divide enrollment by 25 and add 1 if remainder is 15 or more.	

(3) The number of Combined Grants which may be paid to a school district operating two high school rooms will not be reduced below the number that would be allowed if the school operated as a one-room high school.

(4) In calculating Combined Grants for a district maintaining a junior high school, junior high school enrollment shall be included with elementary school enrollment.

(5) In calculating Combined Grants for a district operating a kindergarten in conjunction with an elementary school, half the enrollment in the kindergarten may be included with the elementary school enrollment.

4. The minimum number of guaranteed Combined Grants payable to a school district on the basis of subsection (1) of section 3 above for a full term subject to the fulfillment of all conditions not including enrollment, shall be in accordance with Schedule "A" hereto; and the minimum number of guaranteed Combined Grants payable to a school district on the basis of paragraph (b) of subsection (2) of section 3 above for a full term subject to the fulfillment of all conditions not including enrollment shall be in accordance with Schedule "B" hereto if Grade XI is the highest grade offered, or Schedule "C" hereto if Grade XII is offered; provided that, where a school district does not qualify for protection under Schedule "A" and/or Schedules "B" or "C" grants will be paid

only for the number of teaching days in the month or months in which enrollment requirements and other requirements are fulfilled.

5. Where a rural school district has schools on two or more sites Combined Grants may be calculated separately for each school if the sites are more than one and one-half miles apart measured by the shortest passable road between the nearest corners of the respective sites.

6. Repealed.

7. It shall be the responsibility of the trustees of each school district to estimate the number of Combined and Secondary Grants to which their district will be entitled in each term.

8. Where the school in a district is classified as closed under the Low Enrollment Schools provisions of section 138 of The Public Schools Act the number of Combined Grants to be paid shall not exceed one.

9. Repealed.

10. Repealed.

11. Combined Grants shall be calculated twice yearly on the basis of \$960.00 for full qualification in a spring term of 120 days and \$640.00 for full qualification in a fall term of 80 days, provided that where the municipality's portion of Combined Grants will be in excess of \$1,400.00 per authorized teacher for the year, the grant calculation at the end of the fall term shall be for the entire year.

12. In fixing the amount payable under subsection (1) of section 306 of "The Public Schools Act" the amount to be deducted under subsection (1A) of said section may be allocated in such manner as the Minister may from time to time direct.

**Payment of Municipal Portion of Combined Grant**  
13. As provided by paragraph (b) of subsection (2) of section 229, and by subsections (3) and (4) of section 229 of "The Public Schools Act" from monies required to be raised from a levy of seven mills on the balanced assessment, the Municipal Council shall forward amounts to each school district as follows:

(a) On or before the 30th day of November the amount reported to the Council by the Department of Education as having been earned by the school district in the school term January 1 to June 30 of that year; and  
(b) On or before the 31st day of March the amount reported to the Council by the Department of Education as having been earned by the school district in the school term July 1 to December 31 of the preceding year.

#### Payment of Legislative Grant

14. As provided in section 306 of "The Public Schools Act" from date of payment of the Consolidated Fund with monies authorized by an Act of the Legislature the Provincial Treasurer shall pay to the trustees of each school district as follows:

(a) On or before the 30th day of September the Legislative portion of the Combined Grant calculated under these regulations for the school term January 1 to June 30 of that year; and

(b) On or before the 31st day of March the Legislative portion of the Combined Grant calculated under these regulations for the school term July 1 to December 31 of the preceding year.

#### Transportation Grant

15. Where a school district has provided transportation in accordance with the provisions of section 308 of "The Public Schools Act" it may be paid

(a) a transportation grant per mile of 40 per cent of the average cost per mile throughout the province in the term, up to but not exceeding 50 per cent of the school district's actual cost, together with

(b) 40 per cent of the school district's actual cost for private mileage paid in lieu of van transportation.

#### Secondary School Grants

16. (1) Secondary schools, conducted in accordance with the "Regulations for Secondary and Junior High Schools," may receive the following additional grants:

(a) Continuation School ----- \$350.00 per annum  
 (b) Other Secondary Schools ----- \$500.00 per authorized teacher per annum.

(2) The number of high school grants will be the same as the number of secondary teachers employed, or the number of teachers calculated on the following basis, whichever is the lesser:

Enrollment Qualification	Grades	Number of Secondary Grants		
		Enrollment of	at least 10 but under	25
	IX-XI	at least 10 but under	25	1
	IX-XI	at least 25 but under	50	2
	IX-XI	at least 50 but under	90	3
	IX-XII	90 or over	Divide enrollment by 25 and add 1 if remainder is 15 or more.	
	IX or X-XII	at least 25 but under	40	2
	IX or X-XII	at least 40 but under	65	3
	IX or X-XII	at least 65 but under	115	4
	IX-XII	115 or over	Divide enrollment by 25 and add 1 if remainder is 15 or more.	

(3) The number of Secondary Grants which may be paid to a school district operating two high school rooms will not be reduced below the number that would be allowed if the school operated as a one-room high school.

(4) The minimum number of guaranteed secondary school grants payable to a school district on the basis of subsection (2) for a full term subject to fulfillment of all conditions not including enrollment, shall be in accordance with Schedule "B" hereto if Grade XI is the highest grade offered, or Schedule "C" hereto if Grade XII is offered, provided that, where a school district does not qualify

for protection under Schedule "B" hereto or under Schedule "C" hereto grants will be paid only for the number of teaching days in the month or months in which enrollment requirements and other requirements are fulfilled.

(5) In calculating enrollment under the proviso of subsection (3) only students actually enrolled at the school during a given month shall be counted.

17. Secondary School Grants shall be calculated on the basis of two hundred teaching days in the calendar year, and shall be payable semi-annually.

#### Junior High School Grants

18. Junior high schools, conducted in accordance with the "Regulations for Secondary and Junior High Schools," may receive a grant of \$350.00 per approved Grade IX teacher in addition to the Combined Grant.

19. The number of Junior High School Grants that may be paid to any school district shall not exceed a number to be determined by dividing the Grade IX enrollment in the junior high school by 30, and adding 1 if the remainder is 20 or more, provided that in no case shall a Junior High School Grant be paid where the enrollment in Grade IX for a term falls below twenty.

20. Junior High School Grants shall be calculated on the basis of two hundred teaching days in the calendar year, and shall be payable semi-annually.

#### Library and Laboratory Grants

21. Fifty per cent of a school district's approved expenditure for library books and laboratory equipment for secondary schools may be refunded to the school district annually by way of a grant, subject to the following conditions:

(a) In no case will the grant exceed (i) Continuation Schools-\$15.00;  
 (ii) Other Secondary Schools—the sum of money produced by adding one to the number of high school grants and multiplying the resulting sum by \$12.50;

(b) Received invoices shall be submitted to the Department of Education on or before March 31 of each year;

(c) The school district shall spend, each year, approximately equal amounts for library books and laboratory equipment, provided that not more than 10 per cent of the library grant may be paid in respect of periodicals from the approved list;

(d) Library books shall be purchased through the Manitoba Text Book Bureau, and, except as recommended by the Inspector, shall be chosen from the official Departmental catalogue issued by the Book Bureau;

(e) This grant shall not be paid to reimburse school boards for expenditures resulting from the purchasing of expendable chemicals and supplies.

### Technical Education Grants

(c) a grant is not being paid to said principal as a teacher under subsection (1).

22. School districts that maintain two-room high schools, collegiate departments or collegiate institutes, may organize a technical department with the approval of the Minister.

23. To receive Departmental credit for any technical course, as one of the optional subjects, and qualify for government grants under section 310 of "The Public Schools Act," a school district must submit for approval of the Minister the following particulars:

- (a) Qualification of teachers;
- (b) Floor plan of department in which the work is to be taught;
- (c) Grades of students who are to receive the training;
- (d) Amount of time to be devoted to technical education each week;
- (e) Itemized list of hand tools and machine equipment to be available for use.

#### Payment of Equipment Grants

24. Grants for Homemaking, General Shop, and Commercial Departments authorized by section 22 will be paid, on the approval of the Minister, to any school district subject to the following conditions:

(1) An itemized statement in triplicate, and certified by the secretary-treasurer, of hand and machine tools and other equipment purchased, and the price paid for each item, shall be submitted to the Department.

(2) The Department may, on the approval of the Minister, pay up to 50 per cent of the total amount expended, but in no case shall the amount of the grant exceed \$400.00 for each Technical Department of any school.

25. Repealed.

#### Technical Evening School Grants

26. (1) A grant of \$3.00 per teacher for each teacher in attendance at sessions of two hours' duration may be paid to school districts conducting technical evening school classes where

(a) ten or more pupils over fourteen years of age are enrolled in such class, and  
(b) the course being taught in such class has been approved in writing by the Minister or by an official designated by the Minister.

(2) A grant of \$3.00 per principal for each principal in attendance for purposes of supervision of sessions of two hours' duration may be paid to school districts conducting technical evening school classes where

- (a) at least five teachers are employed and qualify for grants under this section;
- (b) the courses being taught in said classes have been approved in writing by the Minister or by an official designated by the Minister, and

Technical Correspondence Studies

27. On behalf of pupils attending a secondary school, the Department of Education may pay up to 50 per cent of the cost of each Technical Correspondence course authorized by the Minister for such students.

#### Vocational Home Study Courses for Adults

28. (1) The Department, on the approval of the Minister, may pay up to 50 per cent of the cost of Vocation Home Study Courses for Adults.

(2) The Department, on the approval of the Minister, may pay up to 75 per cent of the cost of courses provided for by subsection (1) hereof, where the students are patients in sanatoria in Manitoba.

#### OTHER GRANTS

Grants for Equipment for School Lunches

29. Pursuant to section 310 of "The Public Schools Act" and upon submission to the Department of an itemized statement certified by the secretary-treasurer, a school district may receive a grant for the purchase of approved equipment for providing school lunches of 50 per cent of the amount expended for that purpose, provided that the said grant shall in no case exceed Twenty-five Dollars.

#### Academic Night Schools

30. (1) A grant of \$1.50 per teacher for each teacher in attendance at sessions of two hours' duration may be paid to school districts conducting academic evening school classes where

(a) ten or more pupils over fourteen years of age are enrolled in such class, and  
(b) the course being taught in such class has been approved in writing by the Minister or by an official designated by the Minister.

(2) A grant of \$3.00 per principal for each principal in attendance for purposes of supervision of sessions of two hours' duration may be paid to school districts conducting academic evening school classes where

- (a) at least five teachers are employed and qualify for grants under this section,
- (b) the courses being taught have been approved in writing by the Minister or by an official designated by the Minister, and  
(c) a grant is not being paid to the said principal as a teacher under subsection (1) or as a teacher or principal under section 26.

#### Grants for Non-Resident Pupils

31. Pursuant to paragraph (d) of section 6 of "The Education Department Act" each school conducted in accordance with "Regulations for Secondary and Junior High Schools" may receive a grant computed on the basis of twenty-five cents per day of actual

enrollment for each non-resident pupil residing in unorganized territory in attendance in Grades X, XI or XII, the maximum amount payable in the case of any one student being Fifty Dollars per annum: Provided, that where the number of resident pupils is not sufficient to enable the district to qualify for one secondary school grant in accordance with regulations respecting enrollment, the non-resident grant will be paid only for the number of non-resident pupils enrolled in excess of the minimum number of non-resident pupils required to enable the school to qualify for such grant.

**31A.** If any doubt arises as to the interpretation of any section or provision of this regulation the same shall be referred to the Minister for interpretation and his decision or ruling shall be final.

**32.** Manitoba Regulations 33/47 and 34/47 are repealed and this regulation shall be deemed to have been substituted therefor.

**33.** These regulations with the exception of sections 26 and 30 shall be retroactive and shall be deemed to have been in force on, from and after the first day of July, 1948, and sections 26 and 30 shall come into force on January 1, 1949.

**proviso**

**Schedule "C"**

IF enrollment in Sept. or Jan. is	THEN THE	No. of Combined Grants will be the No. shown below or the No. of teachers employed, whichever is the lesser.
28 or over		2 Grants
44 or over		3 Grants
72 or over		4 Grants
127 or over		5 Grants
154 or over		6 Grants
182 or over		7 Grants
209 or over		8 Grants
237 or over		9 Grants
264 or over		10 Grants
292 or over		11 Grants

N.B. This copy of the regulation has been brought up to date including all amendments to the end of July, 1951. The regulation as contained herein has full effect as of, from and after January 1, 1951.

This is an office consolidation. All persons making use of this consolidation are reminded that it has no legislative sanction; that the amendments have been embodied only for convenience of reference, and that the original regulation should be consulted for all purposes of interpreting and applying the law.

(To be continued in the January issue)

**Schedule "A"**

IF enrollment in Sept. or Jan. is	THEN THE	No. of Combined Grants will be the No. shown below or the No. of teachers employed, whichever is the lesser.
8 or over		1 Grant
44 or over		2 Grants
88 or over		3 Grants
121 or over		4 Grants
154 or over		5 Grants
187 or over		6 Grants
220 or over		7 Grants
253 or over		8 Grants
286 or over		9 Grants
319 or over		10 Grants
353 or over		11 Grants

(To be continued in the January issue)



**TO ALL OUR READERS**

we extend

**ALL GOOD WISHES**

for a

**MERRY CHRISTMAS**

and a

**HAPPY and PROSPEROUS**

**NEW YEAR**



IF enrollment in Sept. or Jan. is	THEN THE	No. of Combined Grants will be the No. shown below or the No. of teachers employed, whichever is the lesser.
11 or over		1 Grant
28 or over		2 Grants
55 or over		3 Grants
99 or over		4 Grants
127 or over		5 Grants
154 or over		6 Grants
182 or over		7 Grants
209 or over		8 Grants
237 or over		9 Grants
264 or over		10 Grants
292 or over		11 Grants

# FACT

and

# Fancy

## Brave Heart

You can surmount the obstacles in your path if you are determined, courageous and hard-working. Never be faint-hearted. Be resolute but not bitter. Bitterness will only serve to warp your personality. Permit no one to dissuade you from pursuing the goals you set for yourselves. Do not fear to pioneer, to venture down new paths of endeavor. Demand and make good use of your rights but never fail to discharge faithfully the obligations and responsibilities of good citizenship.

Ralph J. Bunche.

(Dr. R. J. Bunche, a Negro, courageously took over the position as mediator in Palestine for the United Nations after his predecessor in the office, Count Bernadotte, had been assassinated.)

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## Some Aphorisms of Benjamin Disraeli

It is the personal that interests mankind, that fires their imagination and wins their hearts.

Individuals may form communities, but it is institutions alone that can create a nation.

The health of the people is really the foundation upon which all their happiness and all their powers as a state depend.

I have often observed that nothing perplexes an opponent so much as an appeal to his honor.

Demagogues and agitators are very unpleasant but they are incidents to a free and constitutional country, and you must put up with these inconveniences or do without many important advantages.

A great thing is a great book; but a greater thing than all is the talk of a great man.

Next to knowing when to seize an opportunity, the most important thing in life is to know when to forego an advantage.

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## Signs of Rain . . .

A grey lowering sunset

A sunset in which the sky is green or yellowish-green

A red sunrise with clouds lowering later in the morning

A halo around the sun or moon after fine weather

A morning rainbow

A growing whiteness of the sky

## and of Fine Weather . . .

An evening rainbow

A deep blue color of the sky

## Some "Tops"

The greatest lake in the world is Lake Superior with an area of 31,810 square miles.

The greatest depth of the ocean is found in the Pacific Ocean at 34,218 feet.

The highest mountain in the world is Mt. Everest, 29,141 feet.

The longest river in the world is the Mississippi-Missouri, 4,221 miles.

The longest river in Africa is the Nile, 4,000 miles.

The highest waterfall in the world is Kukenaam, British Guiana, 2,000 feet.

The greatest waterfall is the Victoria Falls in Southern Rhodesia, where the Zambesi is more than a mile wide and falls 343 feet.

The greatest dam in the world is the Boulder Dam in Arizona, height 730 feet.

The world's greatest river-basin is that of the Amazon in South America, 2,772,000 square miles.

The largest island is Greenland with an area of 837,620 square miles.

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## Three Verses

(Which do you like best?)

I

*The year's at the Spring,  
The day's at the morn,  
Morning's at seven,  
The hillside's dew-peared,  
The lark's on the wing,  
The snail's on the thorn,  
God's in his Heaven—  
All's right with the world.*

II

*Thus the Birch Canoe was builded  
In the valley, by the river,  
In the bosom of the forest;  
All the forest's life was in it,  
All its mystery and its magic,  
All the lightness of the birch-tree,  
All the toughness of the cedar,  
All the larch's supple sinews;  
And it floated on the river  
Like a yellow leaf in Autumn,  
Like a yellow water-lily.*

III

*The fog comes on little cat feet,  
It sits looking over harbor and city  
on silent haunches,  
And then moves on.*

(I is from Browning's *Pippa Passes*)

(II is from Hiawatha's *Sailing* by Longfellow)

(III is Carl Sandburg's *Fog*)

# ATHLETICS IN THE SCHOOL *Physical Education* PROGRAM

By HART M. DEVENNEY, M.A.

ATHLETICS are part of any schools' physical education program. They are, in the main, those competitive team game types of activity in which selected students from one school or class participate extramurally in competition with students of another school or class. Also they are competitive activities limited, generally, to the junior high, senior high and college school levels. It is proposed that in this article we shall examine school athletics critically in the light of their development, their stated objectives, and present practices. There is need constantly for this kind of soul-searching in relation to school athletics. Since, as has been said, athletics are only part of the school physical education program and that this program should be definitely related to the total educational objective of the school, then, unless constant review is made of athletics, there is great danger of "the tail wagging the dog."

If we are to assess our problem rightly it would be perhaps wise to look back at the development of athletics. By doing this we will see that today's conceptions of athletics are vastly at variance with early viewpoints. When this statement is made it should not be taken to mean that a change in objectives has occurred but there has been a shift in emphasis. With this shift have come many problems to which school authorities are giving increasing attention, especially as the school has assumed new responsibilities.

The discussion of athletics in the school physical education program is not a question of looking into a phase of school life purely divorced from anything else. Athletics as they are now played is an "institution" known to everybody. They have been accepted as of value to school life. They are of interest not only to participating pupils but are an important concern of entire population as witness the Olympics, the playdown contests in various athletic activities, and the amount of newspaper space devoted to them.

The development of athletics as part of the physical education program may not, however, be adequately clear to all readers of this article. It is only by understanding the growth of athletics and their objectives that we are able to perceive present problems and to chart the direction we should be going.

According to many writers on the subject, the first objective in athletics was what has been called its "safety valve" function. Here was an opportunity for pupils to "blow off steam." Look back to the school literature of the '80's or the '90's and you will find many incidents illustrating having "town and gown" brawls and descriptions of all sorts of ingenious devices which the students had developed to plague the poor unsuspecting teacher. True, most of this had to do with students at the college level but such practices were common with senior high school.

A negative avenue was seen in respect to athletics. All such surplus energy in out-of-school time could be used up if students were encouraged to participate in athletics. No positive attitude was taken. The character values, the opportunity for teaching, for development of personality, and many other

objectives were not thought of as inherent possibilities in a good athletics program.

All too often today this negative conception of the value of athletics is paramount in the minds of proponents for it.

When Thorndike submitted a questionnaire to approximately one thousand school administrators the subject which received the highest rating for its effect on character development was organized games. Similarly, Reaney of London University back in 1916 found out from English headmasters that athletics received the highest ranking in answers. Such evidence from many other sources seem to indicate that athletics properly conducted can contribute to health and character. And this we have had come down to us from a long history of experience and tests, the conviction that this second objective is sound.

The early prosperity which favored athletics in the school gave evidence that unusually successful teams brought the school to the notice of the public. Alumni groups and students themselves, particularly in senior high school and college circles, quickly grasped at this with the consequence practices not in accord with educational objectives have crept in. There has been a constant struggle down through the years to eliminate them. There is a tendency in favor of winning only, and to lose sight of the real needs of the students. Blame shouldn't only be placed on the alumni however, because initially school authorities found themselves very willing to share in the "reflected glory and community support" which was part of the winning. But what is missed in all of this is that the ephemeral nature of any success submerges almost entirely the real values and purposes of athletics. It is something we must constantly watch, even today.

Athletics, as the hub around which extracurricular school activities may revolve, is a very definite unifying agent. In athletics, "school spirit" has often been given a "leg-up." Therefore, in any resume on the development of school athletics this must be counted as a fourth function which has been advanced in support of such a program.

Along with this no statement would be complete unless we were to include the claim that athletics in the school contributed to community spirit. "Spectator interest" by the community was both encouraging and discouraging to those who viewed school athletics favorably. Community interest was focused on the school and the community was made dramatically aware of the values of athletics as they were played by the schools. On the other hand, however, by thus creating community interest, schools invited public opinion to a share in deciding the pros and cons of athletics. Expressions of opinion as to coaching, eligibility, the length of schedules and many other things, made the practice of good school standards difficult. Latterly this negative community interest has been minimized by the active concern of Home and School Associations, teacher societies and others for adequate athletic standards to be maintained.

As time went on there was a conscious effort to have two further objectives accepted by schools. The first one dealt with

sportsmanship and the second was "athletics for all." The Sportsman's Code was a familiar sight in all schools. High school coaches developed a "Coaches' Credo." A distinct effort was made to enlist the support of the community and to have supporters understand the technical features of various games. By introducing intramural competition, with some mistakes creeping in at first, the school authorities sought to have the advantages of athletics extended to the whole student body and not the select few. In this connection one error may be mentioned and that was a tendency to justify certain practices in interschool competition because the gate receipts were paying for "athletics for all." The falsity of justifying the means to reach the end was quickly seen. Standards must be maintained.

All of these objectives have been part of the development of athletics in the school physical education program since the beginning of the century. Some of the most controversial and negative are unhappily still part of the picture. The popularity of the intramural movement has had, however, a distinct positive influence. As evidence is the great attention, within the physical education curriculum, to the teaching of fundamental skills. Meaningless movement has been eliminated and the full teaching opportunity realized.

In the light of the history and development of athletics what should we be striving for in our school athletics?

One of the first essentials should be that the coach of an athletic competitive game should be of the very highest type. He will insist on giving consideration to the needs of his charges first and the demands of the activity will take second place. He will insist on a thorough medical examination periodically for every member of his squad or team. He will, by word and deed, serve as a worthy example of cultured gentlemanly behavior. He will be modest in victory and sympathetic in defeat.

Athletic team games are best played on satisfactory, safe and conveniently located grounds or gymnasiums. There should not be a long and taxing schedule. It should take into consideration the ability, the age and the time of the year.

The athletic program should be very definitely related to the pupil's academic responsibilities. No effort to compete for time, nor to give an undue weighting to the program, should be made. Athletics have a place in the school program. But schools do not exist to promote athletics above anything else. Athletics are just a part of the pupil's experience. Balance must be maintained.

Definite standards set up by each school along the following lines will perhaps help keep the athletic part of the physical education curriculum sound and in line with educational objectives.

1. There should be known scholarship standards for boys and girls taking part in interscholastic athletics. Participation in such athletics should be on the same basis as participation in any class in school.
2. There should be no practices which tend toward over-emphasis and exploitation.

Post-season games should be eliminated in all sports. Sectional tournaments must be taken into consideration when planning seasonal schedules so that these will not take all the available time.

3. Schedules for interschool games should be so arranged that teams will not have to make too many long trips. These should be, at the very maximum, about three per season.
4. Practice periods should be guided by two main considerations, viz.,
  - (a) The safeguarding of the time and the health of the student.

- (b) To make for fair and friendly competition among teams in the same league.
5. Coaching of school teams should be done by competent teachers wherever possible.
6. Medical examinations should be given to all participants and this should be a requirement before the first game of any schedule.
7. Awards of intrinsic value should not be given to competitors. Nor should any part of an athletics uniform be given as a personal possession to any school player.
8. There should be no interschool athletic competition below junior high school.

## Square Dancing in the PRIMARY GRADES

MRS. ANNE E. CATT, Teacher, Pine River School

FOR the last four years I have taught square dancing to my classes with excellent results. I feel I should pass on to other teachers a word about my experiences. I first taught square dances to Grades IV, V and VI classes in the Yukon, with good success.

Last year I had a Grade III class at Chapman School. After Christmas I was asked by the Home and School to put on a little program for their next meeting. I knew the class could sing, but that wasn't enough, and I hadn't time for a play. I decided on square dancing as a suitable alternative.

I told the class about our program, and just mentioning it got them enthused about learning. I took my square dancing books and picked out Darling Nellie Gray to start with. Showing them how to square their set, honor their corners, honor their partners and the other common terms were easy, but get eight children together and say, "I'm going to teach you to allemande left," when they have never seen it done or have no idea what it is about, and you wonder how you are going to teach them. By taking a small group of eight at a time, doing it slowly, and giving good directions, it is surprising how quickly they learn.

The calls were written under the music, and at first I sang the calls, directed, and played the piano. Soon they were singing with me, and then by themselves. The pieces all were lively, and singing them came quite naturally.

In two weeks every child of the thirty-six could do four square dances and the Virginia reel. Besides this, we taught a Grade I and II class whose room we had to use for the piano. Our two rooms put on the dances for the other rooms in the school, and collected pennies from them for the Red Cross.

On the night of our dancing, all the parents and relatives came out to see the children. They were not disappointed. The children carried out the dances with confidence and in a very happy way. The boys did the calling. One boy was especially good, and I feel sure in a few years he will be calling off square dances for adults.

What did the parents think? Almost every parent came to me, or sent me a note the next day, to give me praise at

(Continued on page 22)



(The second of a series of articles in which we hope, by looking at the work of the teacher in other lands and in bygone years, to come to a better understanding of the purposes behind our work here and now).

"AND what was the result," said I, "my dear Ischomachus? Did your wife appear to attend to any of the matters which you took so much pains to impress on her?" What else did she do but promise to attend to what I said, and manifest the greatest pleasure, as if she had found relief from perplexity? and she requested me to arrange the various articles, as soon as I could, in the manner which I had proposed."

It is scarcely necessary to point out, to married men at least, that Isomachus was newly-wed; the speaker, Socrates, was not—incidentally the newly-wed wife appears to have been, in the very modern vernacular, not so dumb!

Those of you who find pleasure, as I do, in the CBC's Wednesday Nights may have heard the recent broadcast of Lister Sinclair's "Socrates"—excellently done, except possibly for a slight overplaying of the role of Xanthippe. Even if she were, as Xenophon intimates, "the most ill-conditioned of all women that are in existence, and, as I believe, of all that ever were or ever will be" (that's taking in a lot of territory!) it seemed to me that the snarling fish-wife abuse was a little too reminiscent of Victorian melodrama with its beetle-browed, top-hatted villain, villainously twirling his black moustache as he threatened to foreclose the mortgage on the old homestead, unless . . .

But the whole performance was noteworthy, and the speech of Socrates in his own defence as reported by Xenophon, was splendidly rendered—did you hear Charles Laughton as the timid French schoolmaster speak at his trial in "This Land is Mine?" I have mentioned these three, a domestic affair in ancient Greece, a recent Canadian broad-

## Here and There OF TEACHERS

cast, and a screen Occupation drama, in the same breath—or at least on the same page—to emphasize one aspect of the course of human affairs which I think is of serious import to our work: that is, that those same things that are of interest to ourselves here today have been of common concern to men and women for many centuries; that our thoughts, our convictions and our hopes are closely linked with those of bygone generations, and that if we would seek the goals of our education, we must consider first the nature of a man as revealed in his aspirations and his past and present performance. As the recent Scottish Report on Secondary Education has stated: "The aim of education cannot be settled without reference to ultimate convictions about human nature and destiny, about society and how the individual stands related to it." It is precisely this question that has profoundly engaged the human spirit since civilization, in the modern sense, began in the lands bordering the Aegean Sea. And one of the most notable contributions toward the comprehension of what is involved in that age-old problem was the Greek insistence upon the supreme importance of certain abstractions and the acceptance of certain ideas as principles of conduct.

"Every problem which Plato discusses is still alive today," says Whitehead of America—and in these days when the Neobarbarism still threatens, when certain words such as Justice, Mercy and Truth that we had thought to belong to the permanent vocabulary of mankind, appear to have lost their meaning in what we politely refer to as modern "ideologies" or more simply the "-isms," it may be well to re-examine those moral and religious ideas with which Greek and Christian thinkers assailed and tamed the older Barbarism.

Our quest for those qualities and abstractions which the Greeks recognized as principles of supreme value to mankind must start on the island of Chios where, no matter which of the seven cities rightly claimed to have been his birthplace, the greatest poet of antiquity, Homer, passed his early years wandering and reciting his poems. There must have been poets before Homer as there were brave men before Agamemnon, but not even his great contemporary, Hesiod, came near to him in the hearts and minds of the early Greeks.

It was a strange land, this land of Hellas where the blond Achaeans from the North had mingled with the earlier sea-borne invaders and had absorbed some of the civilization of Ancient Egypt to bring about the Golden Age of the Minoan and Mycenaean cultures centering in the island of Crete. Rollin of Paris, whom I have mentioned earlier in these articles, in his "Ancient History" informs us that the Greeks were descended from Javan (or "Ion" as it is sometimes written) the son of Jephthah and so the grandson of Noah. Javan's eldest son was Elisha or Ellas. "That," he wrote, "is all that can be said with certainty concerning the origin of the Grecian peoples." But Monsieur Rollin compiled his voluminous work before the researches of Schliemann at Ilium and Mycenae and of Evans at Knossos had established the greatness of the Bronze Age civilization which preceded the invasion of the Dorians and their fateful clash with the Achaeans on

the ringing plains of windy Troy.

By A. M. PRATT

# AND TRAINING

You are all of course familiar with Keats' emotion when he first looked into Chapman's translation of Homer:

*Then felt I like some watcher of the skies  
When a new planet swims into his ken:  
Or like stout Cortez when with eagle eyes  
He stared at the Pacific—and all his men  
Looked at each other with a wild surmise—  
Silent, upon a peak in Darien.*

I wonder if your curiosity had led you so far as to wonder what could inspire such feelings in the young poet, and to see for yourself by first opening *Chapman's Homer*. Here is a little of it telling of the effect of the arrival of Paris and his radiant prize—

*They reached the Scaean towers,  
Where Priam sat, to see the fight, with all his counsellors:  
All grave old men: and soldiers they had been, but for age  
Now left the war; yet counsellors they were exceeding sage.  
And as in well-grown woods, on trees cold spiny grasshoppers  
Sit chirping and send voices out, that scarce can pierce our ears  
For softness and their weak faint sounds; so talking on the  
tower,*

*These seniors of the people sate; who when they saw the power  
Of beauty in the queen, ascend—even these cold-spirited peers,  
These wise and almost withered men, found this heat in their  
years,*

*That they forced (though whispering) to say: What man can  
blame*

*The Greeks and Trojans to endure for so admired a dame  
So many miseries, and so long?*

That passage, interesting though it is, may not convey to you any adequate reason why the two great books of Homer, the *Iliad* and the *Odyssey* should have aroused such extraordinary esteem in the minds of men for nearly thirty centuries. They have been translated into many languages by many people. Amongst the English versions the best known are those of Chapman (1596), of Pope and Cowper in the eighteenth century, and more recently, of Bryant, Worsley and Lord Derby. One of the most interesting translations, although fragmentary, is that of the great Victorian statesman, William Ewart Gladstone. Here is his version of a slight tiff on Olympus:

(Zeus, who stands in wholesome dread of the shrewish tongue of his wife, Juno, who is occasionally jealous—not entirely without reason—has just been visited by "Silver-footed Thetis," the mother of Achilles. Juno has caught sight of her and gives her celestial spouse a piece of her mind winding up with

*Thou hast been promising honor to Achilles I trow)*

*Then spake Zeus:*

*Zeus that rules the clouds of Heaven, her addressing then:  
"Moon struck! thou art ever 'trowing'; never I escape thy ken.  
After all it boots thee nothing; leaves thee of my heart the less:  
So hast thou the worser bargain. What if I the fact confess?  
It was done because I willed it. Hold thy peace—my word  
obey;*

*Lest if I come near thee, and on thee these unconquered  
hands I lay,*

*All the gods that hold Olympus nought avail thee here today."*

So peace was restored on Olympus and the great battle before Troy went on, with the Grecian then the Trojan heroes receiving adventitious (and it must be confessed sometimes not quite sporting) aid from the deities. Here and there is a passage of timeless significance as when Diomed, struck by the noble bearing of the dying Glaucus inquires his name and race:

*Brave son of Tydeus, wherefore set thy mind  
My race to know? The generations are  
As of the leaves, so also of mankind.  
As the leaves fall, now withering in the wind,  
And others are put forth, and Spring descends,  
Such on the earth the race of men we find;  
Each in his order a set time attends;  
One generations rises and another ends.*

That was from Worsley's version. Here from his translation of the *Odyssey* is a reference to the blind bard Demodocus in whom some have fancied Homer pictures himself.

*Him the Muse loved, and gave him good and ill:  
Ill that of light she did his eyes deprive;  
Good that sweet minstrelsy divine, at will  
She lent him, and a voice men's ears to thrill.  
For him Pontonous's silver-studded chair  
Set with the feasters, leaning it with skill  
Against the column, and with tender care  
Made the blind fingers feel the harp suspended there.*

In this sea-girt land in which was found no authoritative sacred book; in which no priestly caste or commandment or

LOWER: Geography in the Public School.



UPPER: Science in the Collegiate.

N.F.B. Photo.

creed or dogma had found acceptance; in which there was no revelation, no Founder, no reformer; and in which neither hope of reward in Heaven nor fear of punishment in Hell held sway—in this land these works of Homer, with their implicit acceptance of certain ideals of human conduct, must have been of first importance in kindling the lambent genius of this new people that had arisen—a race as William Boyd of Glasgow points out in his *History of Western Education* that was:

"different in many respects from its parent and kindred peoples, and endowed with richer capacities than any of them. To this people their Aryan ancestry had given a language admirably fitted for the expression of science and philosophy, and a political genius that manifested itself, on the one hand in an organization of the individual states into which the land was now divided, that combined aristocratic government with a great measure of freedom; and on the other hand, in the pan-Hellenic sentiment that rose above tribal differences and brought the separate States together in common religious observances and in the great Games."

What was the secret of this extraordinary power of the Homeric epics during the formative period of the Greek culture? Gladstone has suggested that its source is to be sought in the power over the Greek mind of those abstractions which they were willing to accept as the basis of ethical principles:

"The noblest of all the ethical implications of Homer's poems is to be found in the notable and comprehensive word *Aidos*. It refuses to be translated by any single term of English or any other modern language; indeed I doubt whether it had not abated much of its force in the classical age of Greece. It means shame, but never false shame; it means honor, but never the base-born thing in these days called prestige. It means duty, but duty shaped with a peculiar grace. It means reverence, and this without doubt is its chief element. It means chivalry, and though this word cannot be given a good technical translation, it is perhaps nearer in pith and marrow to the Homeric *Aidos*, than any other word we know. But *Aidos* excels it in expressing the faculty of the mental eye turned ever inward. *Aidos* is based upon a true self-respect, upon an ever living consciousness of the nature that we have and the obligations that we owe to its laws. There is no sin that a human being can commit, without sinning against *Aidos*."

Let us then translate *Aidos* for want of a better word as *Chivalry*. It is probably what Tennyson had in mind when his Ulysses cries—

*Death closes all; but something ere the end,  
Some work of noble note, may yet be done  
Not unbecoming men that strove with Gods.*

It is probable that up to the end of the sixth century B.C. there was little difference between the cultures of Laconia and Attica. In the former, Sparta had not yet achieved its austere isolation, and in the latter, Athens had not yet devoted its many-sided talents to the refinements of arts and letters. The Olympic Games which had been instituted in 776 B.C. must, in the earlier years at least, have been a powerful influence in promoting the pan-Hellenic consciousness. They exemplified and augmented the early Greek will to life, to power, to victory. If you are interested in a comparison of what happened in these Games of twenty-five centuries ago with what may be happening in modern organized Sports you might find some similarity in noting: the growing hero-worship of successful athletes; a steady increase in the number of festivals and of the numbers of idle spectators; the growing demand for higher purses; the lengthening of the period of training required for success; the pride and self-centered

attitude of the leading athletes; the ever-growing competition amongst the cities for these professionals; and, what may be much more important, a growing contempt for earlier standards of sportsmanship and morality. For over a thousand years however these Games were held every fourth year until they were abolished by Theodosius in 394 A.D. to be revived in Athens in 1896 A.D., since when they have been held, as before, every four years—with two interruptions, once in 1916 during what we at that time optimistically called the Great War, and again in 1940 and 1944 when we found that our optimism was not entirely justified.

The Games undoubtedly played a big part in the development of the Greek concept, even though they did degenerate until the Athenian dramatist, Euripides, wrote:

*Of all the thousand ills that prey on Hellas  
Not one is greater than the tribe of athletes.*

But by that time Sparta had turned to that type of education to which we still refer when we speak of "Spartan discipline."

Any History of Education will tell you of the training given by this Lacedaemonian state to its boys and girls. It has that element of picturesqueness which gives it a strong appeal, particularly to those who see nothing objectionable in subordinating the individual to the state. There was no doubt, as Paul Monroe of Columbia points out, that it gave to Sparta a record of military achievement unequalled by any other Greek state—Spartan women had never seen the smoke of enemy camp-fires until the battle of Leuctra in 371 B.C.; there was no doubt that it did develop in the men of Sparta, bravery, power, endurance and self-control; in their youth, a reverential and obedient demeanour with stoicism under pain and reserve in conduct; and that it gave to Spartan women a dignity and scope for activity denied to their sisters in other parts of Greece. But, I think, there is also little doubt that, did any Dictator wish to further the development of a totalitarian or even an authoritarian state, he might find much of interest in the story of Lacedaemon. He might read with appreciation Grote's account of Spartan life and training—

"The training in which the Spartan passed his life consisted of exercises, warlike, social and religious blended together. While the individual, strengthened by gymnastics, went through his painful lessons of fatigue, endurance and aggression, the Spartans collectively were kept in a constant habit of simultaneous and regulated movement in the warlike march, in the religious dance, and in the social procession. Music and song became associated with the most powerful feelings which the habitual self-suppression of the Spartan permitted to arise, and especially with those sympathies which are communicated at once to an assembled crowd."

For a time it was suggestful—so was Hitlerism! But amongst the most poignant of all epitaphs you may note:

*Go, stranger, and to Lacedaemon tell  
That here, obeying her behests, we fell.*

It is at this point that I decided that my original plan of treating in one article the contributions of Greece, Rome and Palestine to the understanding of the role of the teacher in society, simply will not work out—here I am with more than half of my allotted space already used up, and I have not yet reached Athens. Let's get there at once. Immediately we breathe a more congenial atmosphere—

*If then we prefer to meet danger with a light heart but without laborious training, and with a courage which is gained by habit and not enforced by law, are we not greatly the gainers? Since we do not anticipate the pain, although, when the hour comes, we can be as brave as those who never allow themselves to rest; and thus, too, our city is equally admirable in peace and in war. For we are lovers*

of the beautiful, yet simple in our tastes, and we cultivate the mind without loss of manliness . . . An Athenian citizen does not neglect the state because he takes care of his own household; and even those of us who are engaged in business have a very fair idea of politics. We alone regard a man who takes no interest in public affairs not as a harmless but as a useless character; and if few of us are originators, we are all sound judges of a policy."

That has a very modern ring but they are the words of Pericles as reported by the Athenian historian, Thucydides, in the fifth century B.C. probably the most brilliant period of individual achievement and of collective progress toward its ideals that history has to record. Monroe gives the picture as painted by Wilkins:

"But above all things the Athenian of the time of Pericles was living in an atmosphere of unequalled genius and culture. He took his way past the temples where the friezes of Phidias seemed to breathe and struggle . . . to the agora where, like his Aryan forefathers by the shores of the Caspian, or his Teutonic cousins in the forests of Germany, he was to take his part as a free man in fixing the fortunes of his country. There he would listen with the eagerness of one who knew that all he held most dear was trembling in the balance, to the pregnant eloquence of Pericles. In later times as the great Dionysia came round, he would take his place betimes in the theatre of Dionysius and gaze from sunrise to sunset on the successive tragedies in which Sophocles and Euripides and Ion of Chios were contending for the prize of poetry. Or at the lesser festivals, he would listen to the wonderful comedies of Eupolis, Aristophanes or the old Cratinus with their rollicking fun and snatches of sweetest melody. As he passed through the market place he may have chanced to come upon a group of men in eager conversation, or hanging with breathless interest on the words of one of their number; and he may have found himself listening to a fragment of the unsparing dialectic of Socrates. What could books do more for a man who was receiving an education such as this? It was what the student gazed on, what he heard, and what he caught by the magic of sympathy, not what he read, which was the education furnished by Athens. Not by her discipline, like Sparta and Rome, but by the unfailing charm of her gracious influence, did Athens train her children."

Matthew Arnold, with whose *Culture and Anarchy* you are doubtless familiar, insists that the greatest characteristic of Athens was its *spontaneity of consciousness* which I take to mean that intellectual vigour that arises from some inward compulsion or energy. We know that this intellectual activity was manifested in its highest degree in our particular sphere by three men: Socrates; his "broad-shouldered" pupil and interpreter Plato; who in turn contributed to the development of the philosopher who bears the reputation of being the best educated man of all time, Aristotle.

Socrates himself wrote nothing; neither did a Greater than he. For our account of the discourses of the great Athenian we are indebted to the dialogues of Plato and the reminiscences of another pupil, Xenophon, to whom the sage appeared as something more than mortal—"I consider it the greatest proof of virtue," he wrote to a friend, "that you have embraced the pursuit of wisdom and that you have been attracted by that man, if indeed people thought that the life of Socrates that of a mortal man." Xenophon did not attach much value to "learning" as such. "For when did any one ever hear Socrates discoursing about the heavenly bodies, or exhorting men to learn geometry to improve their morals? But he was constantly discussing with his friends what propriety was, or fortitude, or justice, or other virtues." Those of

you who are interested in the lighter side of classical writing might like the account, "The Banquet," held to celebrate the victory of a youthful friend of the host in the 89th Olympiad in the year 424 B.C. Xenophon, then a young man of about twenty, was present with Socrates and a number of friends. He justifies the narration with, "But it appears to me that not only what is done by honorable and virtuous men in the serious transactions of life is worthy of record, but also what they do in their hours of amusement." Philippus, a jester, a self-invited guest, sulks a little at first because he could not excite even a smile, but cheered up as his audience became more appreciative of his buffoonery as the evening wore on. Three Syracusan dancers, two girls and a boy, entertain with flute and lyre and lead Socrates to ask the Syracusan to teach him the movements of the dance. "What profit then will you gain from them?" asked he, "I shall dance certainly" replied Socrates." At this reply all the company laughed. A little later Socrates invited each of the guests to declare on what accomplishment or possession he most prided himself. In a beauty contest with Critobolus, Socrates received not a single vote, whereupon he humorously accused his opponent of using his wealth to corrupt both umpires and judges. There is an interesting discourse on love, winding up with a dance representing Bacchus and Ariadne. This brought the party to an end.

I have mentioned this little book to show that Socrates and his friends were very human and enjoyed a joke. Even after his condemnation, the old man could still jest. "I grieve most on this account, Socrates, that I see you going to die undeservedly" said one of his friends. "And would you, my dearest Apollodorus, rather see me die deservedly?" Socrates, as he said this, smiled upon him." I suppose most of us know Socrates chiefly by his method of teaching, and possibly by the very serious discourses related by his great pupil and admirer, Plato.

For Xenophon did not understand Socrates, even though he loved him. Xenophon was a soldier and apparently a good one—and soldiers, even, or rather especially very good ones, are apt to have their own scale of values. We find him looking back with regret to the sterner qualities of bygone days at Sparta under whose walls he at length found sanctuary. Plato on the other hand not only thoroughly understood the philosophy of the Master but further developed it. He saw that behind the brilliant dialectic with its ironic and maieutic stages, lay an impassioned love of *justice*, to him the most significant word in the whole field of human relationships ("What is Justice?" thundered Carlyle to his own apathetic generation a hundred years ago—and spent his life trying to find the answer). Plato had his own supreme abstractions of which the chief was *arete*, another word which we find hard to translate. It was *virtue*, but the highest virtue; it was excellence, but excellence of quality; it was the supreme achievement of which man is capable. Sir Richard Livingstone in his *On Education* interprets it thus—"Human beings have bodies, minds and characters. Each of these is capable of what the Greeks called "virtue" (*arete*) or what we might call "excellence." The virtue or excellence of the body is health and fitness and strength, the firm and sensitive hand, the clear eye; the excellence of the mind is to know and to understand and to think, to have some idea of what the world is and of what man has done and has been and can be; the excellence of the character lies in the great virtues." But let Plato speak for himself:

*The noblest of all studies is the study of what man is and of what life he should lead . . .*

*Goodness is the health, beauty, and well-being of the soul; evil is its disease, deformity and weakness . . .*

*It is not the life of knowledge, not even if it included all the sciences, that creates happiness and well-being, but a single branch of knowledge—the science of good and evil. If you exclude this from the other branches, medicine will be equally able to give us health; and shoemaking, shoes; and weaving, clothes. Seamanship will still save life at sea and strategy win battles. But without a knowledge of good and evil, the use and excellence of these sciences will be found to have failed us.*

Plato was intensely concerned with the relation between the excellence of the individual and the welfare of the state:

*By education I mean that training in excellence from youth upwards which makes a man passionately desire to be a perfect citizen, and teaches him how to rule, and to obey, with justice . . .*

*Do not the worst evils in a state arise from anything that tends to tear it asunder and destroy its unity; and is anything better than whatever tends to bind it together and make it one? Now a state is bound together by sharing joy or sorrow . . . The best organized community comes nearest that condition, recognizes as part of itself the good and evil fortunes of each individual citizen and shares as a whole in his joy or pain . . .*

*Political constitutions are not made from wood and stone but from the dispositions of their citizens which turn the scale and draw everything in their wake.*

Today Plato reigns in the minds of very many leaders of our profession, particularly of those who are seeking through education to lead mankind out of the present moral and political confusion. They realize that the problem which Plato faced—the creation of an order soundly based on a knowledge of good and evil—is a task for education in the widest sense, and needs, first, an educational system which will make it possible, and next, within that system, an education which will achieve it. That is why in modern thought Plato has eclipsed his great pupil and follower for many centuries known as the philosopher, Aristotle.

Let us just glance at the many works of this universal genius which dealt with an almost infinite range of topics in the domains of physics, metaphysics, ethics and speculation, all resting on the fundamental principle that all our thinking must be found on the observation of facts. He agreed with his Master, Plato, that:

*The State comes into existence for the sake of life—it exists for the sake of the good life.*

He too delighted in fineness of character:

*No lesson is so important to learn and no habit is so important to acquire, as a right judgment and a delight in fine characters and noble actions.*

But Aristotle was a very practical teacher—his experience as a tutor of the boy who afterwards became Alexander the Great had impressed upon him some of the pitfalls of our profession:

*One may enquire why a boy, though a mathematician, cannot be a philosopher. Perhaps the answer is that mathematics deals with abstractions whereas the first principles of philosophy are derived from experience: the young can only repeat them without conviction of their truth, whereas the definitions of mathematics are easily understood.*

And, following the same line of thought, that is the dangers of trying to present social concepts to minds too immature to comprehend them:

*The young are not fit to be students of politics for they have no experience of life and conduct, and it is these that supply the premises and the subject-matter of this branch of thought.*

Aristotle was concerned with the character of the education to be provided by the state:

*No one will doubt that the legislator should direct his attention above all to the education of youth . . . but what should be the character of this education? For mankind are by no means agreed about the things to be taught. Neither is it clear whether education is more concerned with intellectual or moral virtue. The existing practice is perplexing; no one knows on what principle we should proceed—should the useful in life, or should virtue, or should higher knowledge be the aim of our training?*

That might have been written yesterday, or even today—and may be rewritten tomorrow.

It was a lively age this Classical Age of Greece in the fifth and fourth centuries before Christ. They were not all philosophers; there were many others whom we may rightly claim as teachers or educators: amongst them the great dramatists—for Greek Drama, both tragic and comic, is one of the greatest of the contributions of that age to human development. In it we find reflected most of the things that have profoundly engaged the mind of men throughout the ages—including women, and women's rights. How do you like this from Aristophanes' *Festival of Women*?—

*They're always abusing the women as a terrible plague to men:*

*They say we're the root of all evil, and repeat it again and again;*

*Of war, and quarrels, and bloodshed; all mischief, be what it may—*

*And pray, then, why do you marry us if we're all the plagues you say?*

*And why do you take such care of us, and keep us so safe at home:*

*And are never easy a moment, if ever we chance to roam?*

*When you ought to be thanking heaven that your Plague is out of the way,*

*You all keep fussing and fretting—"Where is my Plague today?"*

*If a Plague peeps out of the window, up go the eyes of the men;*

*If she hides, then they all keep staring until she looks out again.*

As I said it was a lively age—but I think its greatest achievement in our particular sphere of interest as teachers was the evolution of a philosophy of education that has endured and is still a potent force in our world today. The pessimist may say that we have lost interest in individual virtue and in national recognition of that quality as the basis of the enduring state; but many of us will remember that in those Dark Days of less than a decade ago, the greatest appeal was that which was made to the spirit of man and the character of our peoples. You will remember the world-resounding challenge flung out by Winston Churchill to the Axis Powers before the Congress of the United States, when Pearl Harbour had brought that great land into the fight—

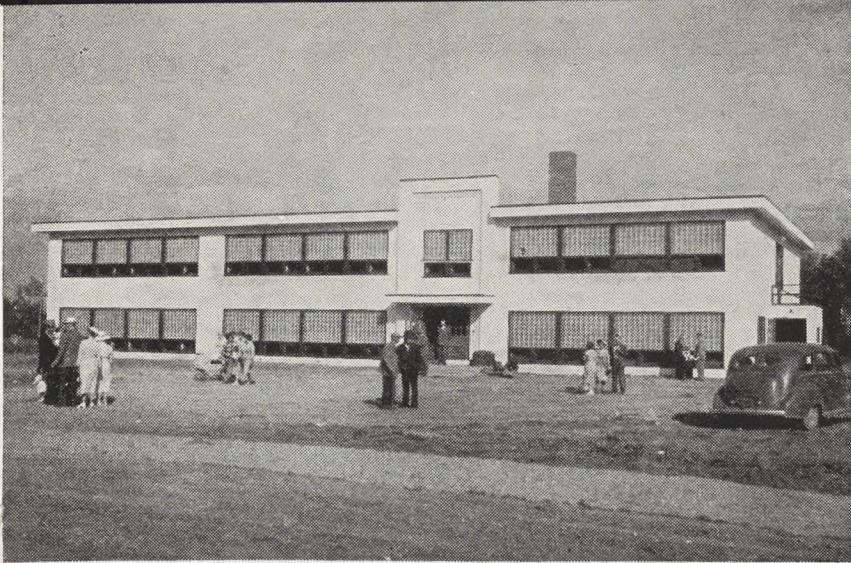
*What kind of people do they think we are?*

#### MINISTER'S PAGE

*(Continued from page 2)*

Dr. Woods displayed his customary energy and organizing capacity.

As a Department we are grateful to the retiring Dean for many years of loyal service to education in Manitoba. We wish to extend to him our very sincere thanks and our very best wishes for the years to come.



## KILLARNEY'S NEW ELEMENTARY SCHOOL

The new Killarney elementary school pictured here features glass block windows. As may be seen, the school presents a most attractive outside appearance. The ground floor has a gymnasium across the south end, two classrooms on the west side, and the heating and ventilating plant and service rooms on the east side. The top floor has six standard classrooms, boys' and girls' washrooms, teachers' rooms. The classrooms are standard size, and are equipped with wardrobes. The school is heated by steam with an auxiliary ventilating system.

## VIDIR SCHOOL

Miss Anna Chomokoski, teacher of Vidir School, Arborg, sent in some very interesting samples of work in art and story writing. It is not possible to reproduce the art work which looks very much as if the artists had listened to the radio series "It's Fun to Draw."

Anna Sigvaldason, age eleven years, Grade V, wrote the story that appears below.

### *The Lost Fawn*

Huge white clouds floated lazily about the pale blue sky. The gaily colored leaves changed their coats to a crimson red as they fell dreamily to the ground. All the gaudy colored birds were migrating to their southern summer homes while the snow birds were returning to us.

A doe and her baby twin fawns lived in a deep green spruce forest near the foot of the lofty rugged snow-capped mountains.

The twin fawns had coats of brown speckled with white spots on their backs and faces. The mother had a white face and a coat of brown.

One day the fawns and their mother went for a stroll across a broad meadow of long dried grass. As she was returning to her home that evening she saw that one of her fawns was not following her. She stopped and waited for a long time, calling, but he never came. She looked all through the great meadow until she got so tired she started for home without her other baby, hoping she might find him on her way home but 'twas all in vain. She felt very much afraid that some hunters had carried him away. She put her other baby to bed and tried to go to sleep but she lay awake wondering where her other baby could be.

All of a sudden a small figure appeared before her. She was overjoyed to see it was her baby returning to her.

# WHAT Other Schools ARE DOING...

By C. K. ROGERS, M.A.

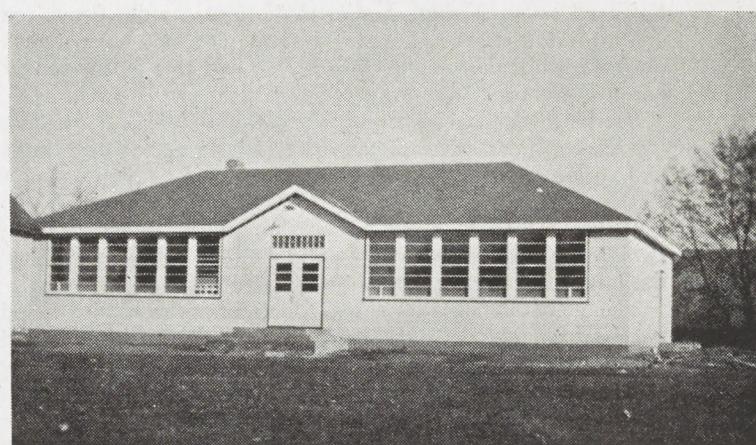
## SCHOOL OPENING AT ROSENGART

The thirty-five pupils of the Rosengart School District together with their parents assembled in their new school on Monday evening, October 15, for the Dedication Service. The spacious, bright classroom was decorated with streamers and a display of art work. The room really had a holiday appearance.

The teacher, Mrs. Warkentin, had prepared a program which the pupils rendered very well. The chairman was Johnny Wieler, a pupil of Grade VIII. The selections of the program had been wisely chosen and consisted of recitations, dialogues and musical numbers. The primary group and also the senior pupils had part in the presentations. The program revealed that the preparations had been done under competent leadership.

Inspector J. B. Day had been invited for the occasion. In his address he congratulated Rosengart for their splendid

(Continued on page 18)



## REINLAND SCHOOL

The new Reinland school pictured here was officially opened on November 5 when the Hon. W. C. Miller cut the ribbon across the entrance and admitted the public. This school has the automatic oil furnace and air circulation system in a room in the north-east corner. Adjacent on the east side are the washrooms, the principal's office and a workshop. The two beautiful classrooms face west. The hallways are spacious. Wardrobes are in the classrooms. This fine school is a credit to the trustees and people of the district.

# COMMUNICABLE DISEASES *Spoil the* ATTENDANCE RECORD

Bureau of Health Education, 320 Sherbrook St., Winnipeg

Every teacher knows the importance of regular class attendance. And nothing interferes more with that attendance than communicable diseases: measles, mumps, chickenpox, scarlet fever and others, including the common cold.

These diseases are most contagious in the early stages and a teacher can save health, time and class progress if she recognizes early symptoms. When she is familiar with the physical appearance and usual behavior of her pupils, she will be quick to note any changes in their normal condition.

Prompt exclusion of a child who is developing a communicable disease is a certain way of keeping absenteeism to a minimum. It prevents other children from contagion and frequently helps the sick child to a more sure and speedy recovery.

Warning of sickness comes with general signs of listlessness, weakness, drowsiness, flushed or swollen face, frequent sneezing, red and watering eyes, coughing or nausea.

Complaints of headaches, chills, rash indicate illness that needs attention from a nurse or physician. If this is not possible, the child should be taken home or called for by his parents. In the meantime he should be kept isolated from other children to keep contagion to a minimum.

Although it isn't necessary for the teacher to diagnose any ailment, it helps her and the children if she knows the signs of the more common communicable diseases which may develop during school years.

A warning bell rings "Measles" if the child has a cold in the head, sneezes often, has a runny nose, cough, fever, red and watering eyes. A measles patient may not have a rash until the third day of the disease . . . and this is the danger period for contagion.

Scarlet fever may be the verdict when a child is nauseated, has a sore throat, fever, fine scarlet rash on neck, chest, arms and perhaps face. The rash appears within 24 hours of onset of the disease.

Red, raised spots on the forehead may indicate chickenpox; swelling of glands in front of and below the ear, or below the jaw is the principal symptom of mumps.

The communicable diseases which have been mentioned are most contagious in the first few days of the sickness, and chiefly through the discharges from nose and mouth. They may be transmitted through some intermediate object which the sick have handled.

These diseases vary in time of development after exposure to the germs. For scarlet fever the period is from two to seven days; for measles, seven to eighteen days; smallpox, about two weeks; whooping cough, one or two weeks.

The child who has been ill is often sent back to school before he is fully recovered from the disease and its effects. Although he is no longer a source of contagion to others, it is wise to protect him from overexertion and worry.

Sometimes communicable diseases leave their victims with damaged eyes, ears, heart, lungs or other organs. The teacher should be on the alert to detect signs of this and bring it to the attention of parents or physician.

"Only a cold" is an understatement about one of the most dangerous introductions to disease in medical annals. Often what seems to be "only a cold" is the first symptom of a truly serious illness. And even the cold itself is a threat to good health.

For this reason, the sneezing, coughing child is far better off at home until he is well on the road to recovery. And his schoolmates are safer from his infection.

An observant teacher and a health-conscious class will help to keep the attendance record a source of pride for the school.

## *Schools Having One Hundred Per Cent Attendance for October, 1951*

Allinson S.D. No. 2144  
Bellhampton (Alonsa M.S.D. No. 1920)  
Bluff Island (St. Laurent M.S.D. No. 1416)  
Juno S.D. No. 1679  
River Valley S.D. No. 879  
St. Agnes Priory (Junior Room) School

## *for September, 1951*

Poplar Bay S.D. No. 2175  
River Valley S.D. No. 879

## **ROSENGART SCHOOL**

(Continued from page 17)

achievements. The erecting of such a modern school house, he said, showed the good-will of the parents towards their children. He asked the ratepayers to forget the burdens which will be extended into another few years, and to think of the school as a prize possession of which they could be justly proud. He also asked for the co-operation of parents and pupils in the school work to help the teacher acquire the best results.

The Dedication Service was held by Mr. G. P. Warkentin. He based his remarks on 2 Chron. 2:4. "Behold I build an house to the name of the Lord, my God, to dedicate it to Him." In his speech he very appropriately stressed that this building had been built for a great purpose. In it minds should be educated intelligently and souls spiritually. That is the reason, he said, that it is the duty of the district to dedicate it to God and for His use. In a fervent prayer he asked God to take over and guide the work in the school and also in the district.

At the end of the program a delicious lunch was served, again under the leadership of Mrs. Warkentin. A guest table was splendidly decked for the honored guests, Mr. and Mrs. Day, the board of trustees, Mr. Warkentin, and a few out-of-the-district visitors had the honor of dining with them.

# Departmental Bulletin

## CANADIAN SOCIAL SCIENCE RESEARCH COUNCIL

### Pre-Doctoral Fellowships

The Canadian Social Science Research Council has received funds from the Rockefeller Foundation which enables it to offer a number of pre-doctoral fellowships. The value of the fellowships normally ranges from \$750 to \$1,500.

### General Conditions of Award

Candidates must have completed at least one year's post-graduate work before making application, preferably two years.

A fellowship may be awarded to enable a candidate either to continue his post-graduate study, or to complete his thesis.

Candidates will procure from Mr. C. Cecil Lingard, Secretary, Canadian Social Science Research Council, P.O. Box 312, Woodroffe, Ontario, six copies of the application form. These must be filled out and returned by January 10, 1952, supplemented by an official transcript of under-graduate and post-graduate record, and a personal letter setting out the candidate's plans for the future.

### REMINDER TO ALL SECRETARY-TREASURERS

It is essential that reports from school districts be forwarded to the Department as scheduled below:

Report	From	Forward by
Teachers' Half Yearly for Fall Term 1951.	All Schools.	Dec. 27, 1951.
Financial Report for 1951.	All Schools.	Jan. 16, 1952.
Secondary School Report for Fall Term 1951.	All Secondary Schools.	Dec. 27, 1951.
Transportation Reports for Fall Term 1951.	All Schools Transporting.	Jan. 3, 1952.

If any of the above reports from any school district are late in arriving at the Department it will delay payment of the grant to every school district located in the same municipality or municipalities.

### REDUCED FARES FOR CHRISTMAS AND NEW YEAR VACATION

To Registrars and Principals,  
Canadian Schools and Colleges:

We are pleased to inform you of the reduced fare arrangements which have been authorized by this association for teachers and students of Canadian Schools and Colleges on account of the Christmas and New Year holidays:

Territory: Between all stations in Canada.

Conditions: Tickets will be sold to teachers and pupils of Canadian schools and colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

Fares: Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

Dates of Sale: Tickets to be sold good going Saturday, December 1, 1951, to and including 12 o'clock noon Tuesday, January 1, 1952.

Return Limit: Valid for return to leave destination not later than midnight Friday, January 25, 1952.

Tickets will be good for continuous passage only.

Note: Your particular attention is called to the essential condition that Form 18W may be issued only to principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

THESE CERTIFICATES ARE ONLY GOOD FOR THE PURCHASE OF RAILWAY TICKETS DURING THE CHRISTMAS OR EASTER HOLIDAY PERIODS.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to superintendents, inspectors or secretary-treasurers of school districts, or to this office.

CANADIAN PASSENGER ASSOCIATION,  
Roy H. Powers, Vice-Chairman.

### LEVEL II AND III EXAMINATIONS

Copies of "Departmental Examinations in English Literature and Composition, Levels II and III" have been distributed to all teachers of English (Grades X, XI and XII). If you did not receive a copy one may be obtained from Room 164, Legislative Building, Winnipeg.

### To PRINCIPALS and TEACHERS of GUIDANCE

President Gillson of the University of Manitoba has drawn our attention to the present strong demand for university graduates in the following fields:

Mechanical Engineering	Pharmacy
Civil Engineering	Forestry
Electrical Engineering	Physics
Commerce	Home Economics
Economics	Business Administration
Chemistry	Architecture
General Science	Geology
Medicine	Nursing
	Social Work

The most popular names for boys are still William, Robert, James, John and George—but Elizabeth, Margaret, Ann and Helen are now finding rivals in Linda, Susan and Sandra.

Buttons have long been in favor as costume jewellery. When Henry VIII set forth in festive mood, his costume sparkled with big buttons of diamonds, rubies and oriental pearls. Good Queen Bess had a pair of gloves fastened with four dozen gold buttons, each set with a seed pearl—and the "pearlies" of old London (that is the costermongers or street hawkers) had festal costumes adorned and almost completely covered with pearl buttons.



Manitoba Technical Institute, Winnipeg

THE MANITOBA TECHNICAL INSTITUTE, a Provincial Government institution located in Winnipeg, Manitoba, conducts a school of horology where future watch repairmen receive their training. This school opened in August, 1946, for the training of ex-service-men. The course was in such demand that in November of the same year it was necessary to establish a night class to handle the overflow of students. With the ending of Canadian Vocational Training, the Department of Education, Province of Manitoba, took over, and in September, 1948, the Manitoba Technical Institute was established. The watch repair course was retained, but after December, 1948, night classes were no longer necessary.

Students who successfully complete one year of study and desire to enter the trade at the level of an improver will qualify for a provisional certificate from the Canadian Jewellers' Institute. At the completion of a year's trade experience, they may apply for an examination leading to certification to the Canadian Jewellers' Institute.

At present, the school can accommodate 15 students. Each student receives 12 complete months of instruction — any time lost through holidays is made up without extra charge. The entrance requirements are Grade IX or its equivalent and an aptitude for the trade. There are no tuition fees, but the registration fee is \$50 for 12 months. For non-residents of Manitoba, this fee is doubled.

The preliminary part of the course deals with the use of tweezers, screw drivers, and the eyeglass. The student learns the importance of cleanliness of hands and tools, and the necessity of proper care of equipment. This preliminary stage includes some exercises — each student must insert 3,000 screws in highly polished plates without scratching or fingerprinting.

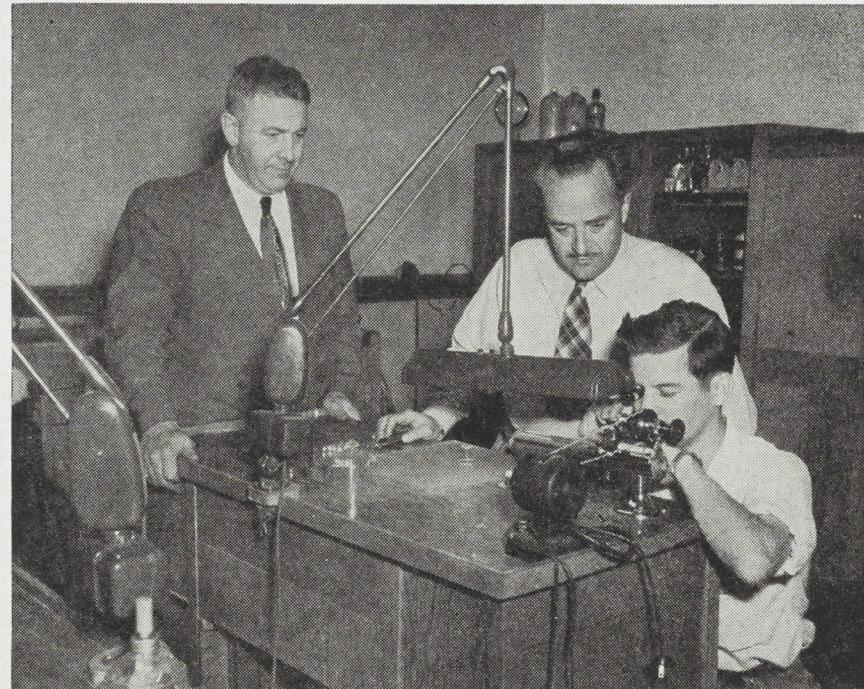
Then follows three weeks in the Institute Machine Shop where instruction is given on proper methods of filing, making a perfect square to an outline, sharpening drills and proper drill sizes for taps. Here the student learns to use the

# HOROLOGY TRAINING

*for*

conventional machinists' screw cutting lathe, and also to sharpen lathe tools. While in the machine shop he makes some tools that he will use in his course—brass-faced hammer, pallet tool, balance truing caliper. He learns something about heat treatment and tempering of common metals used in watchmaking tools. At this stage instruction is given in the use of measuring tools—the slide vernier and micrometer.

The next stage includes the proper use of the watchmakers' lathe, sharpening gravers, and methods of cutting all materials. Then follows removing of balance staff from 12 size and



A student at the Manitoba Technical Institute is receiving instruction from school's chief instructor Ivan Buchanan, while B. F. Addy, Principal, looks on with interest.

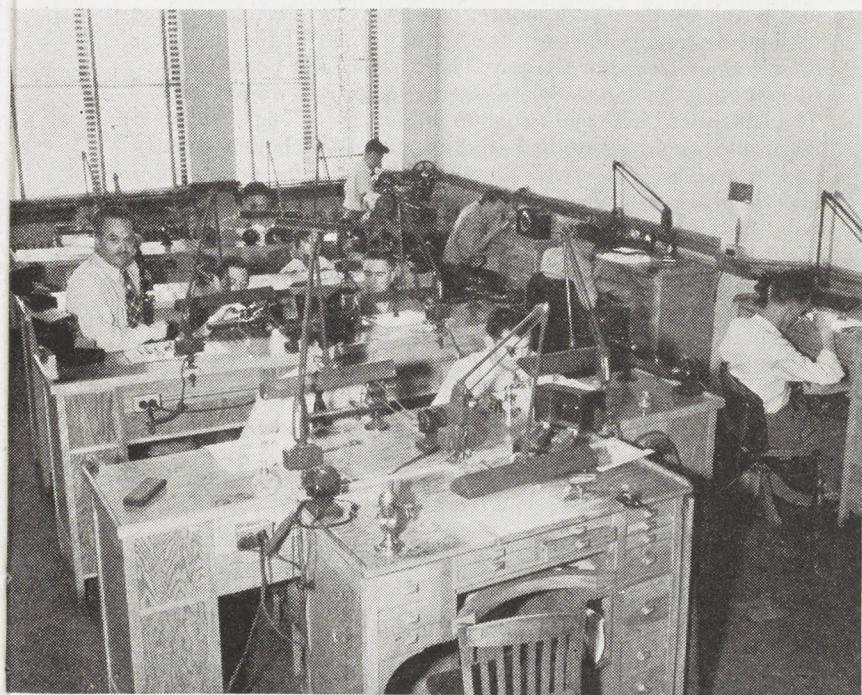
10½ ligne, and the proper use of the staking tool. Twenty balances are staked, all of which must be properly trued and poised.

His hand and eye having been trained, the student is now ready for more delicate work. He must collet twenty hair-springs, true in the round and flat, and vibrate these hair-springs to balances which were trued and poised in previous exercises. He must also make 20 perfect overcoils—two types overcoiling are taught. As a precision lathe turning exercise,

# the PRAIRIE PROVINCES

he must make at least five balance staffs, one without sample. These staffs must function in a quality timepiece. There is detailed instruction on escapements, construction of wheels, pinions, mainsprings, various types of compensating balances, materials used in hairsprings and how to recognize them, and fitting pallet stones and roller jewels. The student must make one winding stem to sample and one stem without sample.

The last six months of the course is spent on watches—dismantling of various sized watches, proper methods of cleaning, and re-assembling. The final stages deal with locating and recognizing errors, correcting them, and with timing.



Shows a general view of part of the watchmakers' classroom. The instructor, Mr. Buchanan, is on the left.

The final test consists of two parts—a written paper on practical theory, and practical work on a 10½ ligne, which comprises reconditioning, setting a hole jewel, re-setting and adjusting a pallet stone, and fitting a balance staff.

Each student is supplied with a proper watchmaker's bench, a lathe, staking tool, poising tool, and all the hand tools required. The shop tools include a precision grinder; a nine-inch quick change thread-cutting lathe; a Watch Master for

timing, checking hairsprings, escapements, and proper poise and balance; an L and R Watch Cleaning Machine.

Mr. Ivan Buchanan, a member of the Canadian Jewellers' Institute, is the instructor. He is an ex-R.C.A.F. instrument mechanic and instructor, but previous to his service he was employed as a watchmaker and engraver. On discharge, he opened his own business in Winnipeg, later coming to the Technical Institute.

In just over four years of operation, about 70 students have been graduated from the school. About two-thirds of these are working at their trade—some owning their own businesses, others working as watch repairmen.

This course, started as a project under the ambitious Canadian Vocational Training program, has now become a permanent feature of the technical education provision in Manitoba. It is filling an important function and has met with the approval of the trade and the general public. Prospective students are advised to communicate with the principal of the Manitoba Technical Institute, Mr. B. F. Addy, who will be happy to supply them with full information as to the course.

## NOTICE TO GUIDANCE TEACHERS

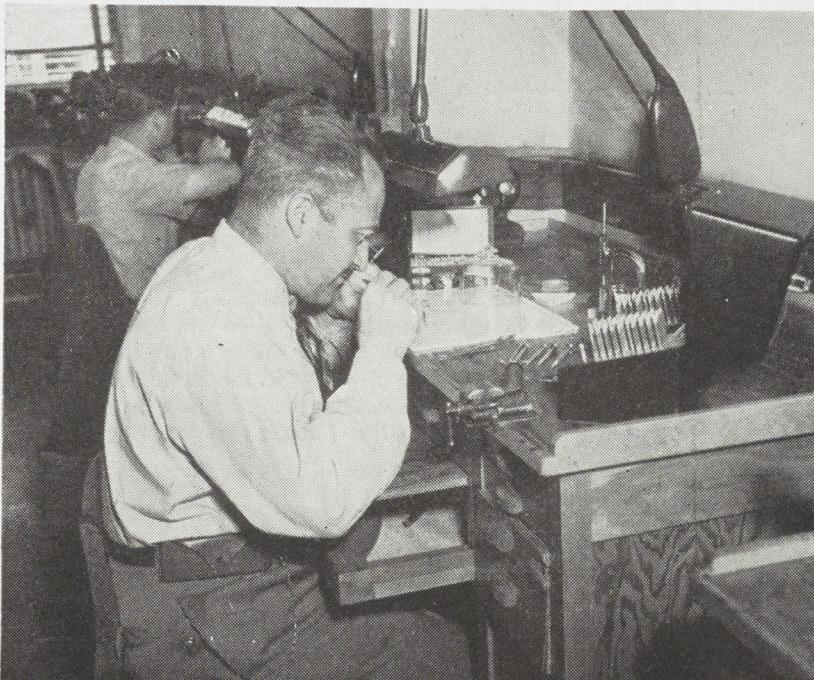
Following is a list of the monographs and pamphlets "Canadian Occupations" available through the Technical Branch at the present time:

- No. 1—Carpenter
- No. 2—Bricklayer and Stone-mason
- No. 4—Painter
- No. 5—Plumber, Pipe Fitter and Steam Fitter
- No. 6—Sheet-metal Worker.
- No. 7—Electrician
- No. 8—Machinist and Machine Operators (Metal)
- No. 9—Printing Trades
- No. 14—Mining Occupations
- No. 15—Foundry Workers
- Natural Science and Engineering

If you can use these send your requests to:

L. S. SMITH, Technical School Inspector,  
Department of Education, Winnipeg, Manitoba.

Mr. Ivan M. Buchanan, instructor of the school, examines some of the work done by his students.



# STYLE for Level Two

EDITOR'S NOTE: *The following unsolicited article was submitted by Miss Florence A. Harris, Daniel McIntyre Collegiate Institute, Winnipeg. Opinions expressed are those of the author. The article will be of interest to teachers of English.*

"Illustrate the relationship," commanded the June examination paper in Literature II, "between the style and the content (subject-matter) of another ESSAY on your course," and immediately afterwards, "Illustrate the relationship between the style and the content (subject-matter) of another SHORT STORY on your course." Watching the absorbed young faces, arranged alternately with care, I thought sadly, "Poor trusting souls! I've let them down this time. They are not prepared to handle those two questions." My inadequacy rankled at intervals through the holidays. Then the Departmental Bulletin for September caused the wound to gape anew with the stern admonition: "Attention should be given to the teaching of style in the prose essays."

My first reaction was a resolve to bear down hard on style in the new term, notwithstanding the tender and innocent look of the sixteen-year-olds entering Level II. A consideration of the details of method, however, has aroused grave doubts and, I fear, a sense of revolt.

For one thing, the prose selections from "Argosy to Adventure" are chosen from a wide range of authors and no two articles are from the same pen. As the dictionary puts it, style is "a characteristic manner of writing or speaking." An author develops a style, certainly! But does an isolated essay or story possess it? Form—yes; but style—I wonder!

Perhaps what was required was an analysis of the author's style *in terms* of the essay or story chosen. Imagine yourself, even with your wide reading experience, sitting down to this pretentious task. You have one sample of the author's work—not necessarily his best—from which to generalize and draw conclusions. Any illustration you use must be dug out of your memory, as the text itself is taboo for you. "How grossly presumptuous of me!" you would cry in horror.

Let us consider for a moment the type of classroom work needed to prepare our mediocre students—the best in our school are accredited—for the adequate answering of questions of this type. For every prose selection the teacher would have to make a detailed study of form—structure, diction, sentence and paragraph construction, literary devices and the rest—and dole it out to the pupils in the form of notes. This study must be accompanied by plenty of quotations to be memorized, since we rightly impress on our youngsters that their callow opinions are valueless unless backed by something extremely solid in the way of proof or illustration. Such a study might have real value if done, with the teacher's guidance, by students themselves, using a few definitely-designated selections chosen for their true literary excellence. How many on our course are worth such exacting toil? Under the existing order it would seem that all selections must be treated exhaustively, regardless of merit. (The two questions mentioned were included, I suppose, to test knowledge, not of listed essays or stories, but of those chosen to suit the ability of the class.) I seriously doubt that such a method was ever envisaged by the compilers of our text.

Are we to have nothing left which we can just *enjoy* with our classes? Only students with a strong academic bent find real significance in study of form. To the great majority it is something imposed from without, learned with pain and forgotten with pleasure. In this I think they are largely repre-

sentative of their elders. Do not most adults read for content rather than form? They prefer to appreciate style unconsciously. Undue emphasis on mechanics tends to destroy the magic. How many, even of the extremely small and select circle who will bother to read these words, can truthfully say that their enjoyment of a fine editorial would be enhanced by the imminent necessity of quoting three examples of antithesis and five periodic sentences?

Just what are we seeking to do for our children by the kind of teaching such test-questions demand? Whet their appetites for more articles like the ones studied or send them back to comic-books on the rebound? Lead them to choose reading as an adult leisure activity or cause them to shrink in horror from the associations the word "literature" calls up? Introduce them to the giants of thought and expression or turn them into glib parrots or insufferable little prigs who turn critic before they can write a complete sentence?

Could we not achieve some working compromise between the emphasis on content and the emphasis on form? I refer here only to the material in "Argosy to Adventure." The plays and novel, by their very nature, can bear considerable study without destroying interest. Perhaps we could divide the list of selections from the "Argosy," both prose and poetry, into two sections, for intensive and extensive reading respectively. The "intensive" list would contain only works of high literary merit and would be studied—and examined—for both content and form. The "extensive" list would be read for adventure and the sharing of pleasure and examined in June for content only. In this way we could offer our gifted students a glimpse of literary techniques and the terminology of criticism and still preserve a desire for reading in the run-of-the-mill citizens who write Departmental Examinations.

—Florence A. Harris, Daniel McIntyre Collegiate Institute, Winnipeg.

## SQUARE DANCING (Continued from page 11)

having the patience and ability to teach their children to dance. Many wished they had had the opportunity when they were young.

What about the children? For those who found school easy it was something else to do that they enjoyed. To the shy, retiring ones, and the slow ones, it gave a feeling of achievement. They found they could dance well and even better than some of the others. It gave them a feeling they could do something well, so school turned out to be a happier place and their work and attitude changed.

This year I have a Grade I and II class of 41 pupils at Pine River. About the middle of October I started to teach all of them to square dance. This is something new in this community of Ukrainian people. It was amazing how quickly the class caught on, even the ones who couldn't speak English when school started. At an amateur hour last week thirty-two of them danced, and we won second prize. There was an overflow crowd, and everyone was surprised at how well the children danced. The children loved it too.

This year I teach them to the accordion as the piano is not available.

# *Third Supplementary Listing of 16 mm. Films*

Acquired by Visual Education Branch since Publication of Catalogue, September, 1949

## **HEALTH AND PHYSICAL EDUCATION**

**Alcohol and the Human Body** (2r. sd., B&W)—Effects of alcohol on brain, digestion, etc. Junior High to High School.

### **Association Football Films:**

**Ball Control** (1r. sd., B&W).

**Coaching in the Game** (1r. sd., B&W).

**Coaching Method** (1r. sd., B&W).

**Kicking** (1r. sd., B&W).

**Trapping** (1r. sd., B&W).

**Case of Tommy Tucker** (2r. sd., B&W)—Demonstrates the need for safe driving by presenting the experiences of one boy, who, by example and initiative, establishes a successful safety program for his community. Safety precautions for motorists and pedestrians are emphasized. Elementary to Junior High.

**Eyes Bright** (1r. sd., Color)—Deals with care of the eyes. Primary and Elementary.

**Food that Builds Good Health** (1r. sd., B&W)—Relationship of good health to good foods, and what these foods are. Effects of poor, unbalanced diet shown. How eating the right foods in the proper amounts contributes to building strong, healthy bodies. Upper Elementary to Intermediate.

**Football Parade of 1950** (1r. sd., B&W)—Great U.S.A. college teams and stars.

**Introduction to the Art of Figure Skating** (1r. sd., B&W)—Title is self-explanatory.

**Our School Children's Health** (2r. sd., Color)—Deals with the environment of the small rural or semi-urban school and its relationship to the health of the pupil. Showing of this film will provide an incentive for people in rural areas to study the conditions existing in their own district and take action to remedy weaknesses. An ideal film for Home and School organizations, ratepayers or trustees' meetings.

**Safest Way** (2r. sd., B&W)—How a school worked out a traffic safety program, so that pupils and parents alike became interested, and so made it effective.

**Safety Patrol** (1r. sd., B&W)—Traffic safety for school children in urban areas.

## **SOCIAL STUDIES**

**Art and Life in Italy** (1r. sd., Color)—Shows that throughout the ages, the Italians have been an artistic people. The camera shows art and architecture over a period of 2,000 years, and shows its relation to the life of the people. Junior High to College.

**Chilean Copper** (1r. sd., Color)—Where found, mining, smelting, uses. Upper Elementary to High School.

**Chilean Nitrate** (1r. sd., Color)—Similar to above, but dealing with nitrate. Upper Elementary to High School.

**City in Siege** (2r. sd., B&W)—Documentary to the 1950 flood in the Red River Valley. Upper Elementary to High School.

**Farming in South China** (2r. sd., B&W)—Primitive methods; dense population and need to use every available acre of ground; types of crops and other products; transporting and marketing goods. Upper Elementary to High School.

**History of Date Palms** (1r. sd., B&W)—Modern and primitive methods of culture. Upper Elementary to High School.

**Lumberman** (2r. sd., Color)—Excellent treatment of activities and machinery used in a modern lumber camp; homes of employees, and their place in the community of which they form a part. Upper Elementary to High School.

**Meaning of the Industrial Revolution** (1r. sd., B&W)—From the quiet rhythm of the spinning wheel to the multiple whirring of Hargreave's spinning jenny to the steady pulse of a Watt flywheel, students will see and feel the exciting drama of change from hand tools to machines, from home to factory, that revolutionized Western civilization. Junior High to College.

**Modern Coal Mining** (2r. sd., B&W)—The best film we have, showing modern, labor-saving machinery and safety devices in use. Upper Elementary to Junior High.

**Modern France—The Land and the People** (1r. sd., Color)—Physical characteristics, climate, products of field and factory, life of the people, etc. Upper Elementary to High School.

**Oysterman** (2r. sd., B&W)—Interesting story of the oyster industry of the eastern seaboard of Canada. Shows planting of oyster beds, caring for and harvesting. Upper Elementary to High School.

**Pompeii and Vesuvius** (1r. sd., Color)—An actual eruption of Mt. Vesuvius and the ruins of the city of Pompeii are shown in dramatic style in this film. A glimpse into the past is offered through narration, and a contrast with the present day is given through scenes of nearby Naples.

**Prairie Homes** (2r. sd., Color)—How by use of trees, shrubs, flowers and modern conveniences and materials, the farm home of today can be the rival of its city neighbor. Junior High to College.

**Tribute to Our Royal Visitors** (2r. sd., B&W)—Interesting glimpses of Elizabeth and Phillip—at home, at state functions; holidaying in Scotland; the Royal Wedding, christening of their children, etc.

**Quebec Farm, Spring on a** (1r. sd., Color)—Typical activities of a habitant family of Quebec at this season of the year. Shows adherence to traditional ways of living that have been handed down from generation to generation. Intermediate to High School.

**Quebec Farm, Summer on a** (1r. sd., Color)—Similar to above but shows summer activities. Intermediate to High School.

**Quebec Farm, Winter on a** (1r. sd., Color)—Third in this series emphasizing social life of the habitant, winter pastimes and pursuits. Intermediate to High School.

**NOTE:** Teachers wishing these in a single reel version should ask for "Alexis Tremblay, Habitant" (4r. sd., Color).

## **GUIDANCE**

**Better Use of Leisure Time** (1r. sd., B&W)—A good film for teen-age students. Shows how time can be used constructively through a self-planned program of leisure time activities. Junior High to High School.

**Finding the Right Job** (1r. sd., B&W)—A vocational guidance film giving a presentation of job-lead sources, crucial stages in obtaining employment, weighing offers in terms of future prospects as well as immediate returns. Junior High to College.

**Forestry and Forest Industries** (1r. sd., B&W)—Shows nature of various occupations from lumbering to sawmill to conservation officer. High School.

#### JUNIOR STORIES AND CARTOONS

**David and the Puppy** (1r. sd., B&W)—Excellent story of David's puppy, how it is lost and eventually found, to everyone's delight.

**Fox and the Rooster** (1r. sd., B&W)—Aesop's fable enacted by real live animals.

**Princess and the Dragon** (1r. sd., B & W)—Puppets act out this "once upon a time" fairytale, in which the young hero battles the ferocious dragon to win the hand of the lovely Princess.

**Screwball** (1r. sd., B&W) — Woody Woodpecker crashes a baseball game with policeman hot on his trail. Lands in the pitcher's box, circles bases twice on home run, etc.

#### ART AND ENRICHMENT

**Finger Painting Techniques** (1r. sd., Color)—Shows ease with which beautiful and varied designs may be evolved by use of a mixture of water and tempera, and of fingers and hand to apply the color to paper. Should be means of stimulating pupils to doing creative work. Upper Elementary to Junior High.

**Springtime in Holland** (2r. sd., Color)—A riot of color and beauty as we visit the tulip fields of Holland, and see the many varieties and types of flowering bulbs developed by these industrious people. Elementary to College.

#### MATHEMATICS

**What Are Decimals?** (1r. sd., B&W)—Clever use of animation to introduce students to an understanding of decimals. Elementary.

**What Are Fractions?** (1r. sd., B&W)—Similar to above, but dealing with vulgar fractions. Elementary.

#### SCIENCE

**Beaver** (1r. sd., Color)—Unusual night photography shows animal at work building a dam. Part played in conservation is emphasized. Characteristics and activities well portrayed. Elementary to Junior High.

**Field Trip to a Fish Hatchery** (1r. sd., B&W)—Answers the questions "Why do we have fish hatcheries? What do fish hatcheries look like? What happens there? How do fish live?" Intermediate to Junior High.

**Underwater Adventure** (1r. sd., B&W)—Underwater photography shows unusual close-ups of sea animals and ocean fish—feeding, protective devices, methods of locomotion, fighting off enemies. Excellent science film for all grade levels.

#### TEACHER-PARENT FILMS

**Accent on Learning** (3r. sd., B&W)—Techniques for successful teaching at High School and College level. Use of visual aids, field trips, models, mock-ups, demonstration pieces, etc., to stimulate interest and encourage learning.

**Family Circles** (3r. sd., B&W)—Influence of the home on the child and effect on his personality. Shows how an unhappy and insecure home life adversely affects a child's school life.

**IMPORTANT — Make payment for feature length films listed in next column directly to the distributors, not to the Visual Education Branch.**

## REVISED LIST

— of —

## 16 mm. Full-Length Feature Films

DECEMBER, 1951

Bambi (Disney—Color)	Oliver Twist
Captains Courageous	Pride and Prejudice
Crusades	Romeo and Juliet
David Copperfield	Secret Land (Byrd's Antarctic Expedition)
Huckleberry Finn	Stanley and Livingstone
Hudson's Bay	Tale of Two Cities
Kidnapped	Treasure Island (Disney production—Color)
Last of the Mohicans	Beau Geste
Macbeth	
Les Miserables	
Mutiny on the Bounty	

All of the above films may be rented for \$10.00 per showing, the Visual Branch defraying the balance of the rental charge. Please note that these arrangements are for SCHOOL showings only, and no admission fee may be charged. When ordering by letter please give either (1) an alternative date, (2) an alternative title, or (3) both; order at least two weeks ahead of date required if possible.

All bookings must be arranged through the Visual Education Branch, Department of Education, Legislative Building, Winnipeg, Manitoba, if special educational rates are desired.

*Free . . .*

## EIGHT FILMS

(16MM. SOUND)

THE DRAMATIC STORY OF

## NICKEL

- ★ **Building a Character Metal**
- ★ **Man-Made Canyon**
- ★ **Men, Metal and Machines**
- ★ **Nickel Smelting**
- ★ **Nickel Tales**
- ★ **Nickel Winning**
- ★ **Story of Nickel**
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Films come to you express collect; you return them express prepaid. No rental fee. All you are asked to do is to complete an attendance report on each film.

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DECEMBER, A.D. 1951